

EDUCATIONAL

THE

REVIEW

SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME LXI., No. 10.
\$2.00 A YEAR, 6 CENTS A COPY.

SEPTEMBER 29, 1900.

61 E. 9th St., New York.
267 Wabash Av., Chicago, Ill.

Now Ready

FOR SECONDARY SCHOOLS

Harper and Burgess's Elements of Latin : \$1.00

By WM. R. HARPER, Ph.D., D.D., LL.D., President of the University of Chicago, and ISAAC B. BURGESS, A.M., The Academy of the University of Chicago.

A simple and well graded text-book in which only a few new forms and rules are introduced in each lesson. The text is interesting and covers the first and second invasions of Britain, having been prepared in accordance with the Report of the Committee of Twelve. Constant reviews by means of abundant easy exercises.

Rowland and Ames's Elements of Physics : \$1.00

By H. A. ROWLAND, Ph.D., LL.D., and JOS. S. AMES, Ph.D., Professors in Johns Hopkins University.

This book consists of two parts, the first devoted to a reliable text, with attractive explanatory illustrations; the second containing lecture demonstrations, laboratory experiments, and a sufficient number of excellent problems. Well adapted for use in high schools and schools preparatory to colleges.

*Copies sent postpaid on receipt of price.
Further information on request.*

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON

LONGMANS' NEW BOOKS.

Historical Survey of Pre-Christian Education.

By S. S. LAURIE, A.M., LL.D. Crown 8vo. 423 pages. New Edition. \$2.00.

"The book is practically the only one we can use in our courses on history of early education."—Dean RUSSELL of Teachers College, Columbia University.

Training of the Young in Laws of Sex.

By The Rev. EDWARD LYTLETON, M.A. 12mo. 127 pages. \$1.00.

"You deserve the thanks of parents and schoolmasters the world over for publishing this book."—JOHN MEIGS, Prin. of The Hill School, Pottstown, Pa.

A Text-Book of Physics

For Colleges and Scientific Schools. By WM. WATSON, A.R.C.S., B.Sc. Crown 8vo. 918 pages, with 564 illustrations. \$3 50.

"It is a book which, I hope, will be used in an increasing number of American colleges. It will certainly lead to a better appreciation of the true principles of physics."—Prof. J. S. AMES, Johns Hopkins University.

"I have decided to use Watson's Physics in connection with my lectures."—Prof. CHARLES R. CROSS, Massachusetts Institute of Technology.

A NEW TRIGONOMETRY.

By D. A. MURRAY, Ph.D., Cornell University, Author of "An Introductory Course in Differential Equations," "An Elementary Course in the Integral Calculus," etc.

PLANE TRIGONOMETRY, with a Protractor	- - -	\$.90
PLANE TRIGONOMETRY AND TABLES	- - -	1.25
LOGARITHMIC AND TRIGONOMETRIC TABLES	- - -	.60
SPHERICAL TRIGONOMETRY	- - -	.60
PLANE AND SPHERICAL TRIGONOMETRY	- - -	1.25

"The book is thoroughly well done. The treatment is systematic clear, and fresh. The ever-present historical notes add materially to the value of the book."—Geo. D. OLDS, Amherst College.

Descriptive Circular upon Application.

LONGMANS, GREEN, & CO.,

91 and 93 Fifth Avenue, New York.

Maury's Elementary Geography

NEW EDITION—REVISED.

AN INTERESTING, BEAUTIFULLY ILLUSTRATED, PRACTICAL TEXT-BOOK.



THIS new and enlarged edition of a popular book is a book of to-day. The plates are new. The text is thoroughly revised.

The study of the world is begun at the home of the pupil, and other countries and places are presented in their relation to it.

In the first thirty pages the earth is presented as a unit, and in the pages that follow this conception is kept before the pupil.

Colored relief maps picture to the eye the physical features of the continents in illustration of the political maps and the text.

Full-page colored illustrations accentuate the chief thought of the book—the Earth as the Home of Man—by giving vivid pictures of the people of each continent and of the houses they live in.

The numerous illustrations are from photographs. Each picture teaches a definite idea, and the descriptive text under it makes the picture an integral part of the lesson.

CORRESPONDENCE INVITED. ADDRESS

UNIVERSITY PUBLISHING COMPANY, New York, Boston, New Orleans.

JOSEPH GILLOTT'S STEEL PENS

Have just Gained the

GRAND PRIZE, at Paris.

This is the highest prize ever awarded to a pen-maker, and no other pen-maker has it.

Gillott has always taken the Highest Prize.**TRANSLATIONS**

INTERLINEAR.

HAMILTON, LOCKE and CLARK'S

Good type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages.

Catalogue Free—
Send for one.

LITERAL.

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

David McKay, Publisher, 1022 Market St., Philadelphia.

*For Primary and lower Grammar Grades***THE INDUCTIVE COURSE IN ENGLISH**

FIRST BOOK

By LARKIN DUNTON, late head Master Normal School, Boston, and AUGUSTUS H. KELLEY, Master Lyman School, Boston. Beautifully Illustrated.

Children are taught to read, write, and speak correctly in sentences from the beginning. The book is adapted to lower grades than the usual text book in language and can be used to advantage to precede the higher books of any other course in English.

"You have brought out something different from other books in the market and I think you have a thing needed, a leading up to the study of grammar." MAURICE P. WHITE, Master Lincoln School, Boston.

A sample copy of the FIRST BOOK will be mailed for 20 CENTS. Educators who want the best should examine this book. Correspondence invited.

THOMPSON, BROWN & CO., Publishers,

BOSTON

NEW YORK

CHICAGO

ESTABLISHED 1851.

EIMER & AMEND,205-211 Third Ave.,
NEW YORK.

Everything necessary for the Chemical and Physical Laboratory will be furnished of best quality at reasonable prices.

Glass and Metal Apparatus, special, made to order, according to drawings.

Glass blowing and engraving done on premises.

For School Supplies

in the line of

Artists and Drawing Materials

apply to

F. WEBER & CO., Man'rs.

1125 Chestnut St.,

PHILADELPHIA, PA.

For Schools and Colleges

FREE TO ALL TEACHERS

The magic lantern is becoming more and more important in every school and college. All teachers and school officials should be familiar with its uses and equipment. We have prepared a complete manual or "The Magic Lantern in School Work" which we send free to all who mention the school with which they are connected.

WILLIAMS, BROWN & EARLE, Dept. 1 Philadelphia.

TATE'S PHILOSOPHY OF EDUCATION*Here is what Colonel Parker says of the book:*

WHEN I was a young teacher with some aspirations for a situation in Boston, that distinguished educator, J. D. Philbrick, then Superintendent of the Boston schools, told me that there was a Science of Education founded upon mental laws, and that the way to true success in teaching could only be found by close study of that science.

I took his excellent advice, obtained a list of the best works on pedagogics and sent to England for them, as they could not be bought in this country.

At the head of the list stood **Tate's Philosophy of Education**. In re-reading the book I recognize the fact that it has given me more substantial aid in teaching than any other English work I have ever studied. It may be there are better books, but at just that time it was *the* book for me.

Its author was a firm, undaunted believer in the new education.

Very few teachers can read this book without receiving fresh inspiration for the highest work ever given by the Creator of the human soul to his creatures—the work of guiding the child's being towards a realization of the possibility of growth into goodness and power.

It contains 331 pages. Price, \$1.50.

This great book will be published complete and unchanged as the **December, 1900, number of EDUCATIONAL FOUNDATIONS**. Subscribers to this magazine receive this and nine other great numbers for **\$1.00**.

The Course of Reading in **EDUCATIONAL FOUNDATIONS** for the year 1900-1901 includes

History of Education
Theory of Teaching

American Progress, 1800-1900
Studies in English Literature

School Management

It furnishes the best basis for work in teachers' meetings; the best professional reading course for principals and superintendents to select for their teachers. For sample copy and circular giving full information address the publishers,

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York

TEACHERS' AGENCIES.

Boards of Education and Superintendents

Wishing teachers, will find it of advantage to consult the

TEACHERS' CO-OPERATIVE ASSOCIATION

Established 17 years. 129 Auditorium Building, Chicago. Positions Filled, 4,000.

THE FISK TEACHERS' AGENCIES

SEND TO ANY OF THESE ADDRESSES FOR AGENCY MANUAL, FREE.

4 Ashburton Pl., Boston, Mass., 3 Wabash Av., Chicago, Ill. 156 Fifth Av., New York City, N. Y.
25 King St. West, Toronto, Can. 730 Cooper Bldg., Denver, Colo. 420 Garrott Bldg., San Francisco, Cal.
1505 Pa., Ave., Washington, D. C. 414 Century Bldg., Minneapolis. 525 Stimson Bldg., Los Angeles, Cal.

ALBANY TEACHERS' AGENCY,

HARLAN P. FRENCH, Manager.

81 Chapel St., Albany, N. Y.

THE ALBERT
TEACHERS'
AGENCY.

Established fourteen years. Largest and best known Agency in the West. Vacancies for September in Colleges, Normal Schools, Academies, High Schools, Public Schools, etc. Prompt service guaranteed. Manual of 80 pages free. C. J. ALBERT, Manager.

CENTRAL
MUSIC
HALL,
CHICAGO.

Schmerhorn

TEACHERS' AGENCY

3 E. 14th St., New York

Oldest and best known in U. S. Est. 1855.

P. V. HUYSSON }
JOHN C. ROCKWELL } Managers.

SUDDEN VACANCIES.

ARE READILY SUPPLIED BY

Writing or Telegraphing Kellogg's Bureau.

ESTABLISHED TEN YEARS.
Telephone No. 2492-16th St.

H. S. KELLOGG, Manager, 61 East Ninth St., New York.

When in New York you are invited to call.

KINDERGARTEN and SCHOOL SUPPLIES.

SEND FOR CATALOGUE.

J. W. SCHERMERHORN & CO.,
3 East 14th Street,
New York.

Five-Cent - Nature - Readers.

WE have begun the publication of a series of books for Supplementary Reading on Nature subjects at 1 cent per copy or 10 cents a dozen. Each contains about thirty-two pages nicely illustrated and charmingly written. They will make delightful reading and can be supplied to a class for a very small sum. Nine numbers are now ready—all for the second and third grades—as follows:

No. 1—PUSSY WILLOW AND WAKE-ROBIN.

No. 2—THE SPRING BEAUTY AND THE ANEMONE.

No. 3—THE SQUIRREL AND HIS HOME.

No. 4—BITTERCRESS AND ROSES.

No. 5—THE STORY OF A BEEHIVE.

No. 6—THE GOLDEN-ROD AND ASTER.

No. 7—STORIES ABOUT BIRDS.

No. 8—CHRISTMAS STORIES.

No. 9—HIAWATHA AND ITS AUTHOR.

No. 10.—JOHN GREENLEAF WHITTIER.

We would like to hear from superintendents and principals who desire to investigate the series with reference to their work.

(Other Numbers are in preparation for First, Second, and Third Reader Grades.)

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th St., N. Y.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

WHENEVER QUESTIONS ARE RAISED as to the merits of the Vertical or Slant systems, the important thing to notice is that the pens are stamped



ESTERBROOK



We have pens suited for both styles. Ask your stationer for them.

WORKS:
CAMDEN, N. J.

THE ESTERBROOK STEEL PEN MFG. CO.,

26 John Street,
NEW YORK.

AMERICAN AND FOREIGN

TEACHERS' AGENCY.

Introduces Colleges, Schools, and Families, Superior Professors, Principals, Assistants, Tutors, and Governesses to every Department of Instruction. Recommends Good Schools to Parents. Call on or address

MRS. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency.

23 UNION SQUARE, NEW YORK.

THE PRATT TEACHERS' AGENCY

Recommends college and normal graduates, specialists, and other teachers to colleges, schools, and families. Advises parents about schools.

WM. O. PRATT, MANAGER,

70 FIFTH AVENUE, NEW YORK.

CENTRAL & CORRESPONDENCE

COLLEGE. We Teach by Mail. Six Courses Only, viz: Normal Course, \$4.50; School Course, \$4.50; Book-Keeping Course, \$7.00; Zoology, \$5.00; Botany, \$5.00; Philosophy, \$5.00. Don't you need one or more of these Courses? DIPLOMAS GRANTED. All courses are for a term of 3 weeks. We furnish all necessary books for book-keeping. Address

SCOTT ETTER, Pres. C. C. C., Palmyra, Ill.

Home Study.

THE UNIVERSITY OF CHICAGO

offers over 225 elementary and college courses by correspondence in 28 of its Departments, including Pedagogy, History, the Languages, English, Mathematics, Physiography, Zoology, Physiology, Botany, etc. Instruction is personal. University credit is granted for college courses successfully completed. Work may begin at any time. For circular address

THE UNIVERSITY OF CHICAGO (Div. O.),
CHICAGO, ILL.

KINDERGARTEN NORMAL DEPT.

ETHICAL CULTURE SCHOOLS.

109 W. 54th Street. Two years' course.

Opens Oct. 1st. Circular sent on application.

SHAKESPEAREAN QUOTATIONS.

Compiled by EMMA M. RAWLINS.

This handbook, from its good type, convenient size, and alphabetical arrangement of topics, will be found to be a valuable book of reference for use in schools. Price, \$1.00.

For sale at E. L. KELLOGG & CO., 61 E. Ninth St.; BONNELL, SILVER & CO., 24 W. 23d St.; WM. B. JENKINS, Publisher, 48th St. and 6th Ave.; and BRENTANO'S, 16th St. and Broadway.

MEMORY

How to Improve It.

Dr. Edward Pick was for many years the most eminent authority on memory and the means of improving it. His celebrated course of lectures was given before colleges and universities, teachers and professional men and women, and was highly praised. Just before his death last July he put these lectures into book form for the first time. The instruction given in it is invaluable for anyone who has need of a good memory—and who has not? The lectures, to hear which a large fee was gladly paid by thousands, now greatly elaborated are here rendered available to all. There is no doubt but that with this book and careful observance of its instruction, the memory may be greatly improved.

Price, \$1.00 Net.

E. L. KELLOGG & CO., 61 East Ninth St.
New York.

The Prang Elementary Course in Art Instruction.

The Manual to accompany the Eighth Year Book of the Prang Elementary Course in Drawing is now ready. A handbook rich in suggestions, replete with illustrations, in harmony with the best thought concerning Art and Education.

The New Color Manual.

A Course in Water-Color, contains clearly stated, definite directions concerning the use of Water-Colors in the School-Room. Chapters relating to Care of Material, Use of Materials, Making Colors, Washes, Color Study, Methods of Work, Courses of Study. It is beautifully illustrated by half-tone and color plates.

THE PRANG EDUCATIONAL COMPANY,
Boston, New York, Chicago.

National Educational Association Reports.

We can furnish the following valuable reports of the National Educational Association which will be mailed postpaid on receipt of the prices quoted:

Report of the Committee of Twelve on Rural Schools,	- - 25 cts.
" " " on College Entrance Requirements,	25 cts.
" " " " Public Libraries,	- - - 15 cts.
" " " " Normal Schools,	- - - 15 cts.
Set of Four Reports to one address,	- - - 75 cts.

On orders for 10 or more copies to one address, express prepaid, the first two reports will be furnished at 20 cents a copy and the last two at 13 cents.

On orders for 100 or more copies by freight at purchaser's expense the first two will be furnished at 15 cents a copy, the last two at 10 cents.

These reports are of great value and teachers will do well to secure them before the present edition is exhausted as the association may not reprint them.

E. L. KELLOGG & CO.,

61 East Ninth Street, - - - NEW YORK.

HELPS FOR TEACHERS

is the name of a catalog fully describing about 400 of the best teachers' books on methods of teaching all subjects, on pedagogy; question books; school entertainment books; blackboard stencils; in fact all teachers' aids. Sent free on request.

E. L. KELLOGG & CO., Educational Publishers, 61 E. 9th St., New York.

SCHOOL MUSIC

FOR
GRADE TEACHERS
AND SUPERVISORS.

Monthly, during the school year. Discussion of topics relative to music teaching and the "new education." APPROPRIATE SEASON MUSIC, &c., from the best sources. Can be used in class for reading, by ordering "Reprints." Principals and Superintendents will aid their teachers by arranging to supply each building with at least one annual subscription. \$1 per year; 15c. per copy. Edited by HELEN PLACE, Supervisor of Music, Indianapolis. Published by SCHOOL MUSIC COMPANY, 128 N. Penn St., Indianapolis.

THE NEW YORK SCHOOL OF PHYSICAL EDUCATION and the DR. SAVAGE GYMNASIUM will open their Eleventh Season September 15. For men and women desiring to become teachers or wishing to take exercise for physical development or health.

For circulars, address

BARKER, 308 West 57th Street, New York City.



TRAINING SCHOOL FOR TEACHERS

And Regular Academic Course

—FROM—

KINDERGARTEN TO COLLEGE

Opens October 1, 1900

—AT THE—

CHICAGO INSTITUTE

Academic and Pedagogic

COL. FRANCIS W. PARKER, President
WILBUR S. JACKMAN, Dean.

Professional and Academic Training School for Teachers, and Academic School for Children and Youth between the ages of four and eighteen.

A large library, thoroughly equipped museum, laboratories, and workshops afford unusual facilities for work in all departments.

Location convenient of access from all parts of the city, and adjacent to Lincoln Park, with its Botanical, Horticultural and Zoological Gardens.

Excellent accommodations for board and lodging in the vicinity of the school can be had by those coming from out of town. For further particulars, address

DIRECTOR, 604 Marquette Bldg., CHICAGO, ILL.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Imparts Energy

Horsford's Acid Phosphate

The most agreeable and effective remedy for relieving Languor and Exhaustion, so common in the spring and summer months. Its nutrient and tonic effects give tone and vigor to the entire system.

Taken before retiring it quiets the nerves and induces refreshing sleep.

For sale by Druggists.



THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXI.

For the Week Ending September 29

No. 10

Copyright, 1900, by E. L. Kellogg & Co.

A Renewed Educational Spirit.*

By JAMES M. GREENWOOD, Kansas City, Mo.

To keep in touch with the new spirit in education is to be re-inspired every day in the year. Influence, tho it works silently, is wonderfully contagious. The first great impetus given to educational discussion in this country, was a revival in the study of the child, the order of development of his faculties, the manner and the order of presenting new subject-matter to his unfolding mind. It originated with the enthusiastic but not scholarly men and women of the normal schools more than a quarter of a century ago. They were the pioneers in this great educational awakening. The contagion soon spread among other classes of teachers, especially those engaged in supervising city schools. They began to inquire earnestly into the methods in vogue, and whether they might not be improved. In vain they looked to the colleges and universities for light. All was silent there as the catacombs. These had settled down, scholarly and conservatively, into formalism and self-satisfied dignity. The teaching was on the same plane that it had been since the schools first began as higher institutions of learning. Knowledge pure and simple was doled out and swallowed. But in the national and state educational associations, the live men and women were still persistent in asking for more and better light, and in disseminating what they had already gathered up and been practicing in their respective schools.

Immediately after this initiative, some American students at the German universities were attracted by the German methods of instruction employed in the elementary schools, and they caught much of the German spirit of teaching. They came back and told what they had seen. The country was getting ripe for something better than it had then realized. The cry was—"on to Germany!" Each German leader had his followers in this country. German works were either translated, or sifted, and the best thoughts filtered down into the rank and file of the teaching force in all sections of this country. The *Journal of Speculative Philosophy*, published by Dr. Harris, exerted a tremendous influence on the best thought of this country. Out of the German methods many devices sprang up everywhere—many of them were short lived and disappeared as rapidly as they arose. All this discussion paved the way for the more scientific study of the child, if it can now be called scientific, to study it under unnatural and bridled-up conditions.

There will come a time yet when the child will be studied as he is, without being haltered, saddled, or harnessed before observations can be made and recorded. We are reaching out in that direction now, and with a good fine-toothed rake, it is possible to gather some valuable material from the vast amount of chaff that has been heaped together. While on this point, it is safe to say that human nature is very nearly a constant thru the ages, plus a veneering coat which has thickened gradually with the passing of the centuries.

But this awakening has had a far-reaching effect on all systems of schools in this country, and none more so than on the college and university methods. While they stood by and rested in lofty and dignified silence at first,

one by one they changed their attitude, not by admitting that there were better methods of instruction and a philosophy of education worthy of serious study, but by gradually changing their courses of study, and by degrees introducing better methods of science teaching and in recognizing the importance of literary studies. Some went so far as to introduce in a half-hearted way chairs of pedagogy for the purpose of studying and teaching education as a science and an art. These movements all tended in the same direction, and the new converts at once essayed to become the leading exponents of the best educational thought the world had discovered. The more radical institutions at the same time instituted special courses of study and broke with the past in nearly every respect in order to get into the lead. Others more conservative hesitated, but finally fell in with the throng. It was openly avowed in many quarters, and by some occupying the most advanced educational positions, that one college or university course was as good as another. In fact this idea was carried so far that one could obtain a degree without having been exposed to much of either knowledge or culture. The pendulum swung too far, so that now there is a strong reaction setting in which will in a few years rectify as well as clarify itself.

The impetus, as I have said, was far-reaching. The high schools essayed to be colleges, the colleges—universities by offering specialized courses of instruction, and our universities were apparently organized for the purpose of doing original work, microscopic and intensive in every line of investigation. These were grand conceptions and have in part been realized. Some of this work is interesting to the student of education historically.

The original intention of the college was to afford the young man the opportunity for scholarship and culture, and they accomplished this purpose quite satisfactorily. But under the changed conditions of work on the line of specialization, it was soon felt that a mistake had been made, and that the colleges would be obliged to shift their tactics by a return to the culture side, which was being largely ignored by the commercial and utilitarian ideas that were beginning to dominate college instruction. It was soon evident that men had to be fitted for moral leadership in social, industrial, and political life. Men were needed as much or more than narrow specialists. The special function of the college is to lay broad and deep educational foundations preparatory to specialized aims for professional life and leadership. By some ill-timed advice, boys were induced to specialize too early in life, and now the specialized student at the age of twenty-two finds himself in the great universities, as an average thing, about the equal of the well-grounded man in pure college work at the age of twenty. The well trained college boy is about two years in advance of the specialized one. President Hadley, of Yale, sets this off in an abrupt way when he says: "tho the muck rake were the chosen instrument of learning," and that such methods are "microscopic rather than telescopic."

There was a letting down of the real dignity of scholarship under this system which is beginning to be felt in many quarters. The elective system is a substitution of thoroughness and minuteness for general breadth of intellectual and moral vision. We must not forget that there is, however, a wider and more thoro study of Latin, Greek, German, French, mathematics, literature, philosophy, history, the natural sciences, and politics than ever

*Continuation of "The Great Question," begun in THE SCHOOL JOURNAL of last week.

before. The attacks made against the classics have only strengthened them in the minds of all thoughtful men in this country. Under whatever aspect the subject is viewed along the lines of higher education, the outlook is encouraging. It was to be expected that some mistakes would be made since all the processes were tentative, but time suffices to correct glaring errors.

If we turn our attention to the elementary schools, the changes have been even more marvelous from the fact that the elementary teachers have a much larger proportion of their number continually on picket duty looking for the best there is in teaching. They stir about more and look about more to see what is going on than any other class of teachers. I am speaking of the mass, and in general terms, while admitting freely that in all the higher departments there are many honorable exceptions and to which the teaching force of this country is under great obligation. The elementary teacher, however, is more easily drawn out of himself or herself than the dignified, reserved college or university professor, and also seeks more work of outside teachers, and learns more of the methods used by others—a better gatherer in of knowledge as well as a more rapid assimilator. The contact with college and university methods, filtering down to the grade teachers has exerted a tremendous influence, while outflowing currents from grade teachers seldom have an upward tendency. Analysis would show that the good elementary teacher, while quite original in her methods, is really a very composite teacher, in whom all methods from the kindergarten thru the university have left traces. Such a teacher is not mastered by methods, but is the master of assimilated methods.

Whether one stands at the top and looks down along the line to the time the child enters school till he leaves the university, or one stands at the beginning and looks upward at each successive step by months or years into the active fields of life's duties, the entire view is full of hope and still brighter prospects for the future.

The last twenty-five years have been epoch-making in the United States. On every side is accelerated activity. Life is full of energy, of broad scholarship, refinement, and sound judgment. One who understands how to adapt himself or herself to the new and ever changing conditions, is in great demand. But be careful "not to walk into a well from looking at the stars."

(To be continued.)

Evolution and Environment.*

By E. P. POWELL, Clinton, N. Y.

The question of environment was brought into special prominence by evolution, and is likely to be still more strongly emphasized. Heredity so far is decidedly on the wrong side. Children are not rightly born, nor at home is the earliest bias often wise or right. When inheritance is not positively evil it is negatively so—which is hardly better. To waken up right purpose and a determinative will for betterment became a school problem. The heaviest weight the teacher has to lift is the inertia for goodness and truth—the indifference which comes into home inheritance. Society has little to offer in the way of corrective but conventionalism, that is a conceit for whatever is going, be it brutal or be it foolish. Can the school displace this evil environment, and create around the pupil an atmosphere more wholesome and positive for rightness? You cannot possibly distinguish at this point between moral right and the right ideas of study.

The only object of beautiful and wise environment is to create right motives and right will within the child. To this end there has been great gain in the way of architecture, sanitation, and school adornment. Our buildings stand in noble contrast with the homes of the majority of the pupils. But the question arises if this cannot be carried too far, and create only a sense of dissatisfaction and despair; or at best a wild ambition for

* This is the second article of the series on "Evolution and Education" began in the SCHOOL JOURNAL of September, 15

that which cannot be attained by the majority. Our workers cannot all of them reach palatial homes—not even by the aid of the wisest education. It would be better if our school-houses were simpler and less expensive; but not less beautiful. They should be as homeful as possible; never losing sight of the fact "The school is a supplement of the home." Above all, the atmosphere of the school-house should not be pedagogic and pragmatical. The teacher should give the pupils a warm welcome in the morning. The plays should be engaged in by both teachers and pupils on terms of easy familiarity. The Froebel idea should run thru every grade of school life even to the university. The recent death of Dr. David Holbrook recalls to me the mighty power for good he had on the playground, quite as much as he had in the recitation-room. The teacher, in other words, must largely take the place of the wise parent.

A school-house is less important than a school ground—exactly as a family garden is more valuable for home culture than the house itself. We really live most of our lives out of doors; and if children can do no better they take to the streets. The school must do for the child what the street does, only a much better work. Ultimately we shall, I do not doubt, have every school-house planted in a half-acre of ground, which shall be used by the pupils as freely as the building. Half a day with books, and half a day applying knowledge acquired, or investigating nature directly, seems to be the rational method. Hand culture, in the shop and in the garden, should supplement brain culture. Botany and entomology and geology and ornithology—that is biology in general—cannot be studied effectively within doors. Botany applied as horticulture, and entomology applied in the orchard, not only are practical, but in no other way are they actual sciences. It is this out-of-door work which illumines not only the science itself but the soul of the pupil.

Evolution is not satisfied until the mind is enabled to draw conclusions from facts acquired. It demands not only personal investigation but the application of what is discovered. The school garden is sure to come. With it, or in it, will stand the laboratory and the workshop, and with them other methods of hand culture. Half a day is fully enough to shut a child indoors. I would not allow him to pursue a study continuously beyond one hour. The whole nature cries out for relief from benches and books. Manual culture must be thoroly grafted on the whole American system. With it must also come a more specific voice culture. Our children do not know how to talk. The glorious power of a perfect voice is not comprehended—it is overlooked. The power of sweet conversation is indeed being lost. This is largely from the false environment that nitrogenizes the system before it is oxygenized. By false methods of study the lungs are cramped and the throat is curved over the book. Not one teacher in ten can read so as to be heard with delight by an audience of one thousand people.

Evolution, combining culture of body and mind as one end, demands environment that shall encourage the fullness of physical life. Athletics are normal only as tentative. Dr. Eliot told a truth that other observers must endorse when he said that "The college teams are distinctly overworked;" and that the nervous strain of prolonged training, exciting contests, and anxiety must be eliminated to avoid degeneration.

Environment is distinctly the issue in another direction. It is true that co-education was born in this country as early as 1835 at Oberlin; but it was on the ground of justice to woman. Evolution requires that the two sexes remain together on the score of creating a wholesome environment. Neither sex develops normally alone. Those who are wisely kept together as far as to the college doorway should not then be separated. The development of our American system has of late covered the discarding of private academies, and the decadence of sex schools; and the rapid upgrowth of union schools. A Cherokee chief speaking of his experience in endeavoring to elevate the tribe, said, "We educated our boys

alone; but they invariably lapsed into savage life. We were compelled to educate both sexes before we could make progress in civilization." Co-education lies directly in the line of human evolution, which at no point is ascetic, not even in the vegetable world. The highest ends of evolution were never reached until sex differentiation and sex co-operation came into being.

The whole question of environments is bound to be considered. If you do not take advantage of it the field will be occupied with environments that will work to the disadvantage of your pupils. There is no possible neutral ground in education. Our schools must become not only supplements of home but home-supplements. Sanitary buildings, large grounds, flowers and pictures, co-education, open air work, applied science, these are the demand. The London *Lancet* says, "What is needed for race vigor is pure air, exercise in the open, freedom from worry, and temperate habits." Can civilization retain its highest aspirations and not lose race vigor? Evolution declares that this can be done; and it is the true aim of the school to see that it is done. It says: study environment; improve environment. The end of your work is not to impart facts, but to see that environments stimulate the application of facts. What we need is not boys and girls who know; but those who are glad that they know, because their wisdom can be applied to make the world better. We want the spirit, the purpose, the inspiration of the pupils educated, as well as power given to them.

The Educational Work of Sarah Porter.

The recent death of Miss Sarah Porter, famous the country over, on account of her work for the education of girls, renders the sympathetic study of her life and character, given in the July *Century Magazine* of lasting interest. The writer, Mr. William M. Sloane, was evidently thoroly acquainted with Miss Porter's gifts and wonderful personality. He attributes the secret of her success to "the compulsory force of character."

"Her Puritan ancestry transmitted to her not only capacity and vigor," adds the writer, "but that most precious of human gifts, calmness of spirit. Impatient only of notoriety she began her life-work among the neighbors who knew and trusted her, and the school grew without observation. For many years she had only fifty pupils and the numbers were never allowed much to exceed a hundred. She inherited much. Her father was one of the most influential of Connecticut ministers—a man of character, almost without a flaw, a model of industry, learning and godliness. The family of her mother possessed a gaiety and vivacity which the Porter temperament lacked, and Sarah and Noah, more conspicuously than the other children, united the traits of father and mother. The ambitious elder brothers, Samuel and Noah, both graduates of Yale before they were twenty, and the latter afterward president of that institution, felt less responsibility for the other children; but to Sarah, the eldest daughter, came early the habit of thought for others.

"Her one opportunity of systematic study and instruction away from home, was when, at the age of nineteen, she went to New Haven to enter the school of Dr. E. A. Andrews, the lexicographer. She was an inmate of the family of Prof. Chauncey A. Goodrich, of Yale. This year gave her a sense of familiarity with the life of Yale college, and brought the opportunity to know something of the questions which were then occupying thoughtful minds.

"From this time on she prosecuted her education under her own guidance, but incessantly. In Philadelphia, while teaching for Miss Hawks, she secured a fine teacher of German, and pursued that language with great delight. It was not common in the thirties to find young women who understood Latin, Greek, French and German as she understood them. Experiences of teaching in Springfield, Massachusetts, Philadelphia, and Buffalo, gave her what was at that time an extended knowledge of

the world, and took her out of New England; but so strong were her local attachments that she was never entirely happy away from home.

"The beginning of the school at Farmington, in 1844, has often been described. Miss Porter used to tell how, one afternoon, as they were driving out from Hartford to Farmington, her father suggested to her the idea that, in addition to teaching a few village girls, she should take others from without and live with them in rented rooms. The influence of Miss Porter's family, and the appreciation of her powers by all who knew her, at once gave her a handful of eager and able pupils, and the results of her intimate contact with them were immediately remarked.

"The maintenance of close relations with the minds and souls of the girls, so conspicuous a characteristic at the outset, never ceased. This personal touch was the one essential which Miss Porter could not conceive of as a thing to be omitted. As the numbers increased, her personality expanding, as it were, still pervaded the whole, until to her loving and admiring pupils it seemed to fill the world. One wrote her some years since from Spain, 'You are the most pervasive woman that I ever knew'.

"Wherein was she so different from other women? Why did she make such an impress upon others' character? Her fundamental traits were love of study, love of her fellow-men, love of nature, pleasure in communicating, unremitting industry, unselfishness, soundness of judgment, cheerfulness, force of will, deep, unaffected piety. Her daily and hourly occupation with some useful work powerfully inculcated unselfishness and industry. It was as natural for her to give as for a fountain to pour forth its water, or the sun its light.

"Her activity seemed, moreover, to be wholly without friction. She was rarely hurried or worried. She could lay down an intricate or abstract book to meet some trifling demand, and return at once to the work. She was remarkable, too, for never indulging in regrets. The consequence was that she used her whole strength for the business in hand, whatever this was. She was habitually prompt in decision, and immediate in execution. She had a wonderful physical constitution, one hardly less remarkable than Gladstone's. This made such continuous and intense effort possible to her as only two or three in a generation can undertake.

"Miss Porter's aim was conscientious earnestness in work for work's sake, and her frequent talks with the whole school inculcated this with effective iteration. Learning, not as an accomplishment, but as discipline, nay, more, as self-discipline, was her goal. Her daily walk of cheerful dignity, her habits of regular attention to duty, her serenity in hours of strain, her presence as a constant factor of life in the school, were one and all characteristic of the self-contained gentlewoman, and the main source of her power. Miss Porter was young at eighty-six because she had continuous touch with youth. Never exuberant, her powers of enjoyment were undiminished to the last.

"The analysis of greatness generally discovers the secret to lie in the embodiment of type. This was true of Miss Porter. She had the wholesome New England view of woman's power and sphere; she had a reverence for the individual soul with a destiny to be determined by itself; she typified the best social life of her time and place. Every girl knew that her personal advantage was Miss Porter's aim. The chosen course might appear inexplicable at first, but its pursuit with concentration, regularity, and judgment soon showed its adaptability to the end, or exhibited as mandatory the modification for further advance which had been expected. Herein lies the whole philosophy of secondary education. It was so naturally, concretely, and simply worked out by Miss Porter that many thought her conduct instinctive. Far otherwise. She studied, reasoned, acted. And what she did was directed to the welfare of a real being, not of classified abstractions. Herself throbbing with life, she evoked vitality in others, and no detail of her work was trivial in her plan."

Educational Thought in Current Periodicals.

The Psychological Child.

Mr. James Champlin Fernald, whose sensible article on "The Child" appears in the September *Atlantic Monthly*, writes from knowledge rather than theory. As a father he has observed carefully the characteristics and growth of several children, and consequently speaks with authority. His words will give satisfaction to many a teacher who has felt as Mr. Fernald does, without daring to give expression to the thought in the face of the fact that the mighty have given so much time and strength to evolving "the child" from their various theories.

"Probably there is not in all educational literature a more mischievous phrase than 'the child,'" says the writer. "Formerly we had children,—actual entities, real beings. Now we have psychology and an abstraction—'the child.' He has not been created but ex-cogitated. He is like nothing in heaven or earth.

"Primeval man had mythologies. Therefore the nineteenth century child must go thru his 'mythological age.' But when we really set to work to teach him those Egyptian, Greek, Roman, and Norse mythologies, we find a great deal that we really could not impart to our children, besides a great deal that we had better not. By the time we have expurgated the legends of all the envy, revenge, cruelty, falsehood, and some other things, there is often so little sparkle left that eager young souls find them rather flat. How if we were to conclude that our children were born quite recently, and do not need to start in the prehistoric ages? As a matter of fact, when our far-off ancestors are supposed to have been given up to dreamy legends, they were originating missile weapons, picking flints to a knife-edge for arrow-heads, and rifling them withal, so that the arrow would hold its way like a Krag-Jorgensen bullet. They were inventing rapid transit by corraling and bridling horses that had run wild since the creation. They were conquering rivers and seas in log canoes, and laying the foundations of astronomy by the telescopes of their unspoiled eyes looking from mountain tops. They seem to have been, indeed, among the most practical and matter-of-fact people that ever lived,—those Yankees of prehistoric times.

"Suppose we try the theory on the materialistic basis. Our ancestors passed thru the stone age. Our children must do the same since 'the child repeats the experience of the race.' We will take away their knives and forks and spoons, and give them sharp pieces of flint to cut their viands with. We will furnish them hammers made of rounded pebbles, with which they may pound up corn and wheat, and bake the same on hot stones in the back yard, to prepare their digestion for the assimilation of modern bread and biscuit. But if our children are 'heirs of all the ages,' why not, in the name of common sense, let them come straight into their inheritance, without hewing their way thru primeval barbarism?

"Another school will have 'the child' at five and six occupied wholly with aimless doing,—'activity for the sake of activity.' He is supposed to be 'incapable as yet of planning for a future'—'of doing one thing with the distinct purpose of accomplishing another'. 'In this condition,' we are told, 'when the child is not interested in things or results for their own sake, only in the doing, he has no consecutive plan of consecutive doing; hence he is not capable of propounding problems to himself. The age of five or six will bring some capacity to regulate activities looking toward the future. But it is a growing opinion that it is near the age of eight that the child begins to see the end to be gained in contradistinction to something to be done.'

"If it takes the psychological 'child' so long to get to the stage of consecutive reasoning and of planning for future results, the less we have to do with the psychological 'child' the better. The assumption is not true

of real children. The present writer knew, for instance, a little cherub of two years' terrestrial experience, who found the cat in his high chair after he had left it, and went to eject her. The cat objected, and scratched his hand, whereupon he withdrew to think it over. That high chair was of the dislocating kind that can become a low easy-chair by pulling a handle. Two-year-old walked round the table, came up behind pussy's strategic position, pulled that handle, and brought the whole fortification down. The cat made a leap such as could only have been inspired by a conviction of the approaching end of all things; and young humanity had established forever the dominion given him in Genesis over the 'beast of the field.'

"What has been said is not with the purpose of decrying true 'child study.' A gifted woman has published a book called 'A Study of a Child.' That is in the right direction. She has taken one real, living being and observed his traits, till she knows something of one child. If we can put enough such observations together we may have a helpful study of children. When Dr. Shaw conducts spelling tests with more than five thousand living children, and tabulates the results, he is working in the world of fact, and his conclusions have the authority that attaches to actual experiments. His discoveries let in new and helpful light upon the spelling problem. This is scientific,—gathering facts and combining them to form a theory.

"Life always transcends theory. By *a priori* reasoning, for instance, we should say that the learning of language would be one of the last attainments of the growing human being. But, in fact, children are found to have a marvelous natural aptitude for just this work. Their power of remembering words and retaining delicate shades of sound is not less, but far greater, than that of the adult. The professor takes his little children to Paris or Berlin, and while he is slaving over grammars and phrase books, they are chattering French or German like magpies. Moreover they acquire a perfect foreign accent, while his English tongue betrays him the moment he opens his mouth. The grown man can by no manner of means learn a new language so that his learning will match the easy familiarity that he gained in childhood with his 'mother tongue.'

"The doctrine of heredity also has a hand in the make-up of the psychological 'child.' To follow certain speakers and writers one would think that if we knew the characteristics of a child's parents we could cipher out his necessary character as easily as a sum in addition. But each of these parents has numerous traits of body and mind which are capable of blending in infinitely varying shades. Then, as we trace the stream of heredity backward, we find that each child has had four grandparents, and eight great-grandparents, and combining their characteristics according to the law of permutation, we have at least forty thousand possible combinations. When our own little one is put into our arms, we do not know which one of these forty thousand permutations we have to deal with. Often our wonder comes to be how many of the forty thousand this little being includes at once.

"The training of real children calls out all the most various resources of parent and teacher, and is a wonderfully uplifting and developing process for one who accepts it rightly. But the study of 'the child' as an abstraction can be done with a cold heart on unvarying maxims, amid which the theorist's soul is continually contracting till you can hear the dry bones rattle,—pedagogy, pedagogics, pedagogical, psychology, psychological, apperceptions = mass!"

Next week's issue will be the monthly School Board Number of THE SCHOOL JOURNAL and will contain several articles of great interest to superintendents and school committee-men.

The Student Army.

A page of the *Saturday Evening Post* for Sept. 1 is devoted to a timely résumé of existing public school conditions. Various topics are considered, including compulsory education and arrangements for teaching "difficult children," the kindergarten up-to-date, commercial schools and the present status of child study. The immensity of the public school system is evidenced by means of figures, which are wisely given in round numbers.

"Nearly twenty million boys and girls will be enrolled in the schools of the United States, forming the greatest army of its kind the world has ever known," says the writer. "About two million of these will be in the private and incorporated institutions, and nearly eighteen million in the public schools. There will be nearly a half million in the city evening schools, the private kindergartens, the Indian and business schools, and others. The public school system is the greatest single institution of the country. Its teachers number nearly one-half a million—about three-fourths are women—and these carry on their work in nearly 300,000 school-houses. To pay for all these requires upward of two hundred million dollars a year, and the value of the school property is between five and six hundred millions. In the past twenty years the public school expenditures in this country have increased two and one-half times for property and nearly three times for salaries and other expenses. It costs fifty per cent. more to-day to educate an American boy or girl than it did twenty years ago, but the quality of education is fully one hundred per cent. improved.

Compulsory School Laws.

"This country differs from the rest of the world in that it exacts a longer period for school attendance. The penalties for parents and guardians offer interesting contrasts. The Pennsylvania law is one of the mildest. For the first offense the maximum fine is \$2, and upon each subsequent offense the maximum fine is \$5. Nevada is the most stringent. For the first offense the fine is from \$50 to \$100, and for each subsequent offense from \$100 to \$200. New York has a maximum fine of \$5 for the first offense, and a maximum of \$50 for each subsequent offense, or imprisonment at the longest for thirty days. Connecticut has a different sort of law. It puts a fine on each week's neglect, the rate per week being a maximum of \$5. In Indiana the parent or guardian may be imprisoned as long as ninety days. Ohio has a system of fines ranging from \$5 to \$20.

"In Philadelphia the law of compulsory attendance has achieved these results: Thousands of children have been taken off the streets and placed in schools. Two special schools have been established for backward and diffident children; two classes of the school children of the city have been taken, and the public sentiment which was so hostile to the law has been won to its favor. In the establishment of the special schools great work was done. There were many children whose education had been neglected and who could easily be placed in school, but who would have to be put in lower grades of the regular schools with children much younger than themselves. To meet this difficulty special ungraded schools were suggested. Somewhat in the same line, but yet different, is the parental school, which is designed for the children loose upon the streets, who, unless removed from their surroundings and properly trained, will belong to the criminal class when they become men and women. For these children a school of detention is commended; not a reform school, but a kindly institution that is well described by the term parental school. Such a school has been supported in Boston and its work is being watched with interest. Brooklyn, too, has tried this, and satisfactory results are reported. Other cities are joining in line, and thus education is being carried not only with kindness but with authority to the neglected

children, the habitual truants, the difficult children and the ignorant and vicious children of the cities.

School for the Four-Year-Old.

"There is a world of interest in the developments of the public education idea. It spans the whole life of the pupil from infancy to the time when he is old enough to vote. For instance, there are nearly two thousand kindergartens, with over one hundred thousand pupils, in this country. Almost one-half the states have laws authorizing kindergartens connected with the public schools. The age at which the school tries to take the pupil is generally four, and it seeks to develop him until he is in the neighborhood of twenty."

Perversion Thru Environment.

Talk about defectiveness of children! Half of the defectiveness of conception and attitude discoverable in children is due to defective influence in the home, or school environment. Read what Rudyard Kipling says of the "hero" of his latest tale, in *McClure's* for July, considering his education.

"As a child he had learned early to despise his nurse, for she was a servant and a woman; his sisters he had looked down upon, and his governess, for much the same reasons. His home atmosphere had taught him to despise the terrible thing called 'dissent.' (His father was a vicar!) At his private school his seniors showed him how to despise the junior master, who was poor, and here his home training served again. At his public school he despised the new boy—the boy who boated when Setton played cricket, or who wore a colored tie when the order of the day was for black. They were all avatars of the 'outsider.' If you 'got mixed up with an outsider' you ended by being 'compromised.' He had no clear ideas of what that meant, but suspected the worst. His religion he took from his parents, and it had some very sound dogmas about outsiders behaving decently. Science to him was a name connected with examination papers. He could not work up any interest in foreign armies, because, after all, a foreigner was a foreigner and the rankest form of an 'outsider.' Meals came when you rang for them; you were carried about the world, which is the home counties, in vehicles for which you paid. You were moved about London by the same means; and if you crossed the channel you took a steamer. But how, or when, or why these things were made, or worked, or begotten, or what they felt, or thought, or said who belonged to them, he had not, nor never wished to have, the shadow of an idea. His lack of imagination was equaled only by his stupendous lack of curiosity. It was sufficient for him and for high Heaven (this in his heart of hearts, well learned at his mother's knee) that he was an officer and a gentleman incapable of a lie or a mean action. For the rest, his code was simple. Money bought you half the things in this world; and your position secured you the others. If you had money, you took care to get your money's worth. If you had a position, you did not compromise yourself by mixing with outsiders."

This description refers to the education in sham, prejudice, and narrowness prevalent in many families in England, the very ones from which the "leaders" of the people are supposed to be recruited. But has it no truth for us Americans? Is a similar mediæval attitude which, in modern society, represents a relic of barbarism, and consequently a state of abnormality, deficiency, degeneracy, not artificially fostered in many of our private schools, those "finishing" institutions which draw their material and patronage from the families constituting the would-be "better classes," the moneyed aristocracy of shoddyism and monopoly? Is the American nation destined to draw its "leaders" in Congress and government, and war from such infected sources.—MAXIMILIAN P. E. GROSSMAN, in *The Child Study Monthly*.

Problems of the Normal Schools.

An interesting feature of *Education* during recent months has been the *symposia* on topics of interest to educators. The discussion in the September number is a veritable feast of reason, the topic under consideration being the problems which confront our normal schools. Those taking part are, all of them, prominent normal school men, and their conclusions are both interesting and thought-provoking. The leader is Prin. Albert G. Boyden, of the Bridgewater, Mass., State normal school.

What the Normal School Must Do.

To accomplish its mission, says Mr. Boyden, the normal school must do four things:

(1.) It must inspire the student with the spirit of the true teacher. Its atmosphere must be such that he will be constantly breathing in this spirit. He must be led to feel that he has a mission which he must accomplish, and come to his pupils as the Great Teacher comes to men—that they may have life abundantly.

(2.) The normal student must be led thru the educational study of the subjects of the public school curriculum that he may learn how to use each in the teaching process, and thereby learn the method of teaching. In the schools for general training the student is a learner seeking knowledge and the mental discipline which comes from right exertion in learning. In the normal school he is a teacher; he must think the subject as the learner thinks it; he must also think the process by which the learner knows, and the means he is to use to cause the learner to take the steps of this process. The normal student must be led thru the learning and teaching process in each subject; he must buckle himself to the subject, study it definitely for teaching; then teach and be criticised on his work until he has firmly grasped the aim, the steps and the means of the process. He must consider the subject philosophically to know why it has its place in the course of studies. He must consider the subject scientifically, that he may know its principles in their systematic arrangement, and to place it in its true relation to other subjects. He must consider the subject pedagogically, to know its relation to the pupil; to know what parts are to be used and emphasized in teaching, and the best method of using them.

(3.) The normal student is to be led thru the broader educational study of man, body, and mind, to find the principles of education, which are derived by this study, and which underlie all true teaching. This study is invaluable to expand the mind, enlarge the views, elevate the aims, and strengthen the character of the student. Following this study, the student should be led thru a careful analysis of the art of teaching, school organization and school government, and the study of school laws and the history of education.

(4.) The normal student should be led to make a practical study of children, under intelligent suggestion and guidance, in all the grades of a good public school. And when he comes to understand the nature and method of true teaching, and has become acquainted with the pupils, he should have ample practice in teaching under such supervision as he needs.

More than Instruction.

What are some of the lines that should be struck out by the professional schools and followed with such adaptive skill as new and ever changing conditions seem to demand? asks Pres. John W. Cook, of the State normal school, at De Kalb, Ill. It seems clear that they must lie beyond mere instruction in the elementary knowledges. The old curriculum furnished a few tools for the acquisition of skill in certain formal activities. It halted at the portals of that inner life where character is wrought out of myriad forces that contend for mastery. It was in no sense educative in the broad meaning of that most significant word. Whatever of education was really accomplished was largely achieved by agencies that lay outside the school. The ministry of the family,

the church, the vocations, the social environment, overwhelmed the feeble energies of the teacher. But the specific educational forces, organized and administered by the state, are now attempting to determine in a large part, the future life of the child. The social whole leans with increasing confidence upon the school for its support. A new world is thereby opened to the teacher, and, in consequence, to the normal schools. To loiter among the mere intricacies of "method" is to be a trifle in the presence of responsibilities that may well sober the spirits of the least thoughtful.

Adaption to its Purpose.

The purpose of the normal school, says Prin. Edward Conant, of the Vermont State normal, is professional, that is, special. Because of its purpose the normal school is not designed for all, but only for such as have chosen teaching as the sphere of their activity. So it may rightly require a certain maturity of character and measure of attainment of the persons received as students. These should have gained a mastery of the elementary subjects of knowledge, sufficient for most practical purposes and an intelligent view of the world in which they live. They should have completed regular courses of study in the primary and secondary schools. The requirements for admission to the normal schools should be not less than for admission to the course leading to the B. A. degree in college. And in respect of grade and quality, the work done in the normal school should be parallel with that done in the corresponding years in college; so that for all work done in college subjects the student may have full credit in case he enters college later.

The proper work of the normal schools is to be determined by its purpose—to assist persons having the requisite ability and acquisitions to prepare for teaching in the elementary schools. Studies in pedagogy and kindred branches must be accompanied by such studies of the elementary school subjects as will secure for each a knowledge of its parts and their relations, of the relations of the subjects to one another and of their value as instruments of instruction. As continued success in any pursuit depends not less on the personality than on the equipment of the person, the building of character is proper work for the normal school, and may require the pursuit of studies not specially pedagogical. Selections from these groups of subjects need be carefully made for each school, with occasional, perhaps frequent, readjustment.

Must be Professional.

Since the purpose and province of normal schools is to train teachers, they must of necessity keep in mind the public school and its problems, according to the opinion of Pres. Edward T. Pierce, of the State normal school at Los Angeles. In doing this they must be important centers of influence in shaping the education of a large majority of the citizens of the republic. But until they decide on more uniform requirements for entrance, and a more definite course of training, they cannot assume their true and rightful position in the educational scheme of the country. At present the term "normal" suggests almost as many courses of study as there are schools by that name. Each school has before it the problem of shaping the character of its work so as to make it distinctly professional from first to last, a difficult but not impossible task in the ordinary normal school. This requires, even with students of broad scholarship, a review of the subjects in the public school curriculum, and their consideration from the teacher's point of view. Nor is the pedagogical view of each subject sufficient, it must also be considered in its relation to others in the curriculum. How to bring about this unity among the members of the faculty, how to lead all to work as a complex and yet well-articulated organism, is one of the vital problems of normal school management.

The Great Qualification.

According to Prin. John G. Thompson, of the State

normal school, Fitchburg, Mass., one of the chief concerns of the normal school must always be the character and ability of those who seek admission and from whom its students must be selected. Altho the standard of admission to Massachusetts normal schools has recently been raised until only graduates from approved high schools, or those having an equivalent education, are admitted, yet how to influence the high schools so that students will come from them mentally stronger and more independent instead of staggering under a load of unrelated or poorly related facts, better able to gain first-hand knowledge from nature instead of slaves to books, this is still one of the problems confronting Massachusetts normal schools.

As in the century just closing, the normal school of the twentieth must take as its chief problem the personal development of its students along the lines that will give them the greatest power as teachers. But it will not, as it has so much in the past, find the solution of this problem in adding to their scholarly equipment. It will demand higher scholarly attainments upon entrance. Personal power will, as it has in the past, remain the greatest factor in the teachers' success, and good scholarship will always be considered an essential. But at the close of the century we are beginning to see more clearly than ever that, after all, we are teaching *children* rather than *subjects*, and that knowledge of the latter, combined with ignorance and often dislike of the former, is but a poor equipment for a teacher. We also see that the knowledge of children that the teacher needs is not primarily a knowledge learned from books, but a sympathetic, loving, wise knowledge of child life, such as comes only from continued association with children and wisely directed sympathetic study of them. The normal school of the coming century must not emphasize the subject at the expense of the child, nor must it attempt to study children, as it has birds and wild animals in the past, from text-books, pictures, and laboratory specimens.

A Victory Gained.

The method employed by one teacher to help her protégés conquer self is described by Jennie S. Campbell, in an article in the September *Charitaquian* on child training at home. The child who is never denied, she says, never knows his mercies, and will become exacting and extravagant.

Miss Campbell shows what may be done to overcome the difficulty by telling the experience of a kindergartner who was called into a wealthy home to teach three children of the family and one little boy from another home. "The children had luncheon sent up to them each day in great abundance, and if there were a smaller quantity than they desired of anything, they had but to ring for more. This principle even extended to their playthings; Clarence never lent his to Leonard, nor could Maud play with theirs, but if all happened to want one particular kind of toy there must be three of the same kind provided. When mamma made plans for all to go with her to drive they were more than likely to be changed by Clarence's preferring to ride his pony and Leonard's wishing to have his dog-cart. As mamma had an excellent disposition there was no quarreling over the matter.

"Thus every wish was gratified, and, since there was no cause for self-denial along any line, the children were very selfish without knowing how to be otherwise. In consultation with the parent on this subject the kindergartner said, 'Please scant the luncheon. Send two oranges only to-morrow, and do not send me anything.' 'Will you have them share with you?' 'No, not unless the thought suggests itself to their minds.'

"Unwillingly and very doubtfully as to the efficacy of the course, the mother consented, and the next day, when luncheon appeared, the eldest boy exclaimed: 'Why, there are only two oranges; I'll ring for more.' 'Oh, no, there are plenty,' was combatted rather stormily, and

the suggestion to divide was not pleasantly received, except by the little visitor, who willingly shared with the little girl. However, the others did as desired, and each day there was something to be divided into portions.

"It was several weeks before the eldest boy discovered that his teacher had no lunch. She refused his offer to ring for some, and he became very thoughtful. He was especially fond of tarts and had only half of one, so it took him quite a while to decide what to do. At length, after looking at his teacher and back at the coveted sweetmeat a great many times, he cut the half again and presented the quarter to her, with the remark that he did not care for it and wanted her to have it. He had conquered, and was stronger for the next conflict against desire in the face of duty.

Success.

Success in the school-room, according to a writer in the *Teachers' Advance*, is dependent upon three things: (1) A clear idea of what is to be done. (2) A clear knowledge of the way it should be done, and (3) a motive for doing the work. Under ordinary circumstances that which a teacher knows the best he will teach the best. Mind cannot express all it knows. Pupils cannot understand all that is told. There is a constant loss of knowledge in teaching. A teacher may know a subject not as it is treated in any one text-book, but he may have a knowledge of it, no matter from what side the subject be approached; yet he is a school-room failure, because he does not know what mental powers are to be developed by the subject. The teacher must know the mind of the pupil under his instruction so that he can supply it with the idea which will cause its development. Copying the device of another will not give the ideas of the method to be used unless back of the device is found the principle upon which the device rests. A teacher may know what is to be taught and how it is to be done, and yet be a school-room failure. A teacher must have energy, inspiration. Back of every success is aim, purpose, energy. If the teacher has these three qualifications he cannot help being a success. He places a desire to learn above the matter that is learned.

Have Girl Friends.

Every woman should have a deep interest in her girl acquaintances, says Claire D. Alden in *Trained Motherhood*, because of the memory of her own girlhood, when she craved much and received perhaps but little; or when her cup was filled to overflowing with life's blessings.

The girl who has for a friend a woman, self-reliant and noble in character, has a bulwark of strength, against which she can lean her slender frame yet unused to life's battles, and from which she can gather inspiration and encouragement. And the lonely woman, who believes that because she has no children she has no maternal duties or obligations, shuts her eyes to the fact that all around her, even at her gate, are girls waiting and longing to be "mothered;" girls that she can uplift, and in the act of so doing, fill her own life with a flood of sunshine that shall brighten her path, renew her youth, and compel her to forget the years between. Every woman is a mother at heart.

The scarcity of teaching material has been causing considerable comment among our school men. In many localities the supply this year is but slightly in excess of the demand. Why? We suggest: First, instability of tenure in office; second, inadequacy of compensation; third, injustice of expecting woman to work for less than man; fourth, inability of many school committees to pay enough, owing to the iniquitous independent district system.—Editor JOHN McDONALD, in the *Western School Journal*.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING SEPTEMBER 29, 1900.

Autumn Oxygen.

These bracing ozone-laden Autumn days seem to be made especially for drawing teachers and pupils right into the midst of the school year. There is no need of urging to work. The danger lies rather in the direction of attempting too much in the burst of enthusiasm. The wise teacher employs the whole pressure of superabundant energy by getting all lines of useful activity well started, and avoiding the assignment of any home lessons whatsoever. If the right kind of interest has been kindled at school, the children will carry on some kind of work anyway, without special orders. And how much the delight derived from voluntary effort aids the advancement of pupils, only the teacher can tell who never makes home work compulsory, but knows how to fill the children with desire to learn, and to advise them when they ask for tasks to do out of school hours.

It is well for teachers in elementary schools to assume that their pupils' energies are sufficiently taxed during school hours and to leave the remainder of the day free from imposed scholastic duties. Even in this ideal work-month, time should be left for free play and rest. Let the little ones have the full benefit of out-of-door enjoyment. By this means health and energy will be stored up to help them over the dull days which set in just before the breaking-up of winter. Let them have the fresh out-door air with which nature cheers October, and indoors let them breathe deeply the oxygen of sympathy and joyfulness.

The Annual Rutgers Outrage.

Rutgers continues to invite annual newspaper notice to that species of hoodlumism, which, under the name of cane rush seems so to have endeared itself to the freshmen and sophomores of that institution. One of the boys was almost killed this year, yet there are no signs that the faculty will take a determined stand and rescue the college from the unsavory reputation young toughs in its first and second-year classes have brought upon it. The only practical expression of a regret for the result of the recent barbarities comes from the students, who are said to have appointed a committee to report on the advisability of "substituting a cane spree for the cane rush." What a noble resolution; worthy of the plane of moral development and general culture which freshmen and sophomores are expected to possess!

The young hoodlums in the slums of the great cities are not educated sufficiently to cultivate even so mild a practice as a cane spree, and a cane rush—why that is way beyond them. Besides, if they should rise to such a high degree of culture as to belabor each other physically, the police would gather them in, to reflect behind the bars upon the ignorance of the nation which has not yet learned to appreciate the aesthetic and humanitarian character of cane rushes and that sort of thing.

Has a policeman greater respect for law and order, and more grit in suppressing disturbances than college

presidents, or more specifically than President Scott, of Rutgers, and his associates in the college faculty? Or do policemen take a more exalted view of what can be expected of young men? It looks that way.

Supt. Van Sickle Will Stay.

The first judicial decision rendered concerning eligibility to the superintendency of the Baltimore schools is against Mr. James H. Van Sickle. The city will take no official action, however, until the court of appeals has passed on the merits of the case. There is no likelihood that any final decision will be published till after the elections in November. Meanwhile Mr. Van Sickle will continue in office. His salary is secured by a guarantee fund raised by private subscription. If worst comes to worst the school board will be forced to dispense with his services "officially," but will retain him in power unofficially until he has been in Baltimore more than a year and is able to register as a voter. While his acts may not have the authority they would have if his official title were uncontested, the teachers and other employees of the board will recognize him as the expert representative of the board of education, with all the backing that this implies.

It is too bad that Mr. Van Sickle is thus hampered at the beginning of his work by an unfortunate law. At the same time he is made to feel all the more emphatically that the friends of the schools are unanimous in their desire to give him full support. The fact that liberal citizens of Baltimore have come forward with assurances that they will contribute the amount needed for his salary speaks volumes for the interest taken in public education. It was not so very long ago that the feeling in Baltimore was no better than in most parts of the South, and the public school received but scant support from the wealthier people.

When Will Boston Wake Up?

Boston is now the only large city on the Atlantic coast where politics is allowed to control the appointment of superintendents, and dares to vaunt itself in public without danger of determined opposition. Mr. George H. Martin has not yet been re-elected and his opponents are chuckling over the fact that they have been able to cut off his salary without having to fly in the face of an outraged public opinion. The *Indiana School Journal* is away off when it suggests that people are accustomed to expect such high-handed performances from the school boards of New York and Chicago, but not of Boston. The New York city school system has never given such cause for scandal as that of Boston has done several times. Boston must wake up and act.

Plenty of Teachers for the Phillippines.

It is perilous to issue a general call for teachers these days. The war department has been fairly overwhelmed with applications for appointment as a result of Supt. Atkinson's announcement thru the press that teachers are wanted at Manila, primary and grade teachers to receive \$75 and \$100 per month; superintendents to receive \$2,000 to \$2,500 per year, all expenses to Manila being paid. It seems that there will be some demand for

teachers with exceptionally good qualifications, but the number taken on at present will not be very large. Any applications for this work should be forwarded with proper testimonials to the Philippine commission at Manila and not to the War department.

From the School Boy's Point of View.

An occasional bit from the pupil's side is wholesome diet for the teacher. The September number of the *English National Review* contains a discussion of the schoolmaster from the pen of Ralph George Hawtrey, a school-boy. The closing sentence shows that even the boy has a high ideal of what his teacher ought to be.

"I am sure," he says, "there are not many men in the world who possess all the qualities a schoolmaster ought to have, and if there are it is more than doubtful whether they would consent to be schoolmasters."

Scarcely less naïve is the comment on the question of favoritism:

"This does not mean exactly that he is never to favor, but that he must take care who he favors. Let him favor a fellow who is very popular in the school as much as he likes. Let him wink at the slackness of Smith, who nearly got his eleven last year; let him disregard the unpunctuality of Jones, who is such a good sort; but he must not extend such benefits to Robinson, who is fearfully clever and awfully industrious, but rather conceited, very much a prig, and on the whole an ass. Some people would say that this is having favorites with a vengeance, but the average school boy would not, and there lies the difference."

The fact that Yale under its new president has followed Harvard in making most of the studies elective above the freshman year will have a good deal to do with shortening the college course. An ex-president gives as his opinion: "Probably by 1910 the college course will be reduced to two years; the preparatory schools for ten years have been doing the work of the freshman year; they are prepared to do still more." Supt. Balliet has pointed out that in cities like Springfield the high school is able to teach the freshman and sophomore studies as well as the college.

It is a curious fact that whiskey makers have found their products aided in sale if branded "Yale," "Harvard," "University of Chicago," "Columbia," etc. To help matters further, the imitated seal of the college is also used. It seems that the patent office permits the use of such seals. Why does a liquor with such a brand sell? Who are expected to buy it? Is it the graduate of Yale who is expected to buy whiskey marked "Yale" and having the same seal as decorates his sheepskin? Are college graduates liberal buyers of whiskey? Here are some questions that are worth considering.

Just why Prof. Starr, of the University of Chicago, thinks the American people are destined, in time, to have high cheek bones and be of a copper color he does not say, but he thinks this will come about. There are those who think the environment is enough to produce the effects that mark off one race from another. Such think the American Indians possessed their special features not thru ancestry but thru environment. Prof. Starr has examined and measured the features of more than 5,000 children of Dutch parentage, and found in most cases they had longer faces than their parents, and that the cheek bones were broadening. He states as a positive rule "All who come to America must converge toward the Indian type, and as the features change the temperament will change also. In two or three hundred years there will be plenty of Sitting Bulls and Hiawathas.

The Busy World.

If the teacher of history wishes to interest his class profoundly, let him tell them of the examination lately made of the old tombs in the Speyer cathedral on the Rhine. In one of these tombs two wasted skeletons were found with copper gilt crowns on their heads; these were the remains of Konrad and the other Grisilla his queen; the next held a crowned skeleton—it was Emperor Henry III.; in the next the bones of Henry IV.; on his finger was Bishop Adelbera's ring; then the bones of Beatrix, wife of Frederick Barbarossa; the skull of Albert First, of Hapsburg, with a cleft in it. It will be an excellent thing to have the pupils look up the doings of these men who were great actors in the drama of their day.

Mr. W. A. Nash, the president of the Corn Exchange Bank of New York, says that opportunities for capable young men are as frequent to-day as ever; that banks are on the lookout for cashiers and clerks who are above the average. Is not this so in education? A principal of a private school lately looking for an assistant, said: "I want a really superior man, not such a great scholar, but a man of mental and moral force. Such a man only will be a success with me; I don't believe any others can teach in the true sense of the word; they may be able to hear lessons but that is not teaching—at least THE SCHOOL JOURNAL says so."

Ararat, 17,260 feet above the plain, was ascended first in 1829 and again in 1900. The difficulties are great for accomplishing this; the top is perpetually covered with snow, ice and glaciers. There is a smaller Mt. Ararat 14,320 feet high; it is on this the ark is believed to have rested. Mt. Ararat figures largely in the literature of all the surrounding country; it is of volcanic origin and in 1840 was in active eruption. The two peaks are seven miles apart; the country where they are located belongs to Russia, Turkey, and Persia.

The attempt of the Duke of Abruzzi to reach the North Pole was more successful than any other; he was at 86 degrees and 33 minutes—less than 250 miles from the spot. He went as far as possible in his ship and then took sledge journeys on the ice.

The wheat found in mummy cases has been examined by chemists and found to be no longer capable of development; so the story of wheat growing from such grains now seems to be impossible.

John Hay, the present secretary of state, when a boy like many others helped his parents in his home. His mother had him wear an apron while he did housework. Some of his schoolmates heard of this and determined to humiliate him, being especially displeased that he excelled them in his studies. A party of them called at the house on purpose to get him to go out with his apron on and they succeeded. Then they derided him, called him a "girl boy," "dish washer," etc. John said, "Of course I help mother; who wouldn't?" "I wouldn't wash dishes" said one. John had a pan with dish water in it and at this remark he gave it a whirl and the contents went over his visitors and they scattered.

Of the thousand students at the Hampton school, Va., thirty-five are full blooded Indians representing ten states and territories. Of the 456 Indians who have been educated there eight have turned out badly, forty-six became lazy, eighty-one have done fairly well, 208 would be marked good and 113 excellent. "A good showing.

There are said to be more Presbyterian clergymen than pulpits—meaning that there are less pulpits that can pay a living salary. We would suggest that a man who is not looking for pay should travel from point to point in a county and preach in two, three, or four school-houses. There are communities that need just such a man; there are men that can do such work, but who can not preach great sermons.

Li Hung Chang has been selected as one of the Chinese peace commissioners; he is viceroy of the two provinces Kwangtung and Kwangsi, residing at Canton which is 80 miles up the Pearl river from Hong Kong. He is a resolute character; his proclamation commanding quiet, ending with "You know me" was understood. The country around Canton is full of desperate characters; he has caused his rule to be respected by decapitating at the rate of 500 per month. It is said he was ordered by the emperor to set free those in prison; he did this but catching them again he decapitated 127 in one day. He is old and unable to walk without assistance, but his mental vigor is unabated; he is the Gladstone of China. He understands China and the rest of the world too. If he has his way very few Boxers will be left alive.

We have never seen any reason why the students of the colleges should have exclusive claim to foot-ball. Is it because they have more time than young men of their age out of colleges? It would seem so. Why should not the bank clerks play foot-ball? Why not the dry goods clerks? Is there any special connection between classical studies and foot-ball? If there is need of information about foot-ball the college boys are interviewed. Nor do we see any good reason for the foot-ball set in a college monopolizing attention; the college was made for study, and those who share the results of study should be the ones to be honored.

A subscriber in California has left the school and is engaged in the ostrich farm industry. Unlike many who leave teaching he still maintains an interest in education. He says, "Continue THE JOURNAL, it has given me an insight I never would have had otherwise. I used to be interested only in my own school, now I am interested in all schools. He gives some interesting points regarding ostriches. Two and a quarter millions of dollars are paid annually by American women for ostrich feathers. A pair of ostriches will hatch from 25 to 40 young annually, each of these is worth \$25. Each ostrich yields \$30 worth of feathers annually. In South Africa there are 350,000 ostriches. London pays seven millions of dollars for feathers annually.

Probably the most valuable historical letter extant is one of a collection left by the late Judge Chamberlain, of Boston. It is a letter written in 1632, by Gov. William Bradford, of the Plymouth colony to Gov. John Winthrop, of the Massachusetts Bay colony. The letter is signed by Governor Bradford, Thomas Pierce, Dr. William Fuller, Miles Standish, and John Alden. It is valued at \$5,000.

Habits of thrift are being cultivated in these piping times of peace. About one person in three in New York state has a savings bank account. The aggregate amount deposited in this state during the year 1899 was \$264,827,203. The school can do a great deal in the way of arousing a desire to save. THE SCHOOL JOURNAL has frequently referred to the excellent work done by the school savings bank in Long Island City.

Blind Children Can Play.

At the Swiss cottage in the northern part of London there is a large building called the Blind school. Blind boys and girls are sent to this school to be taught to read and write, and to learn some kind of work. A number of girls will play together and at first it is impossible to believe that they are blind. Most of them romp about just like ordinary children with eyesight. They never run into one another, nor stumble against corners, so that they seemed to see exactly where they were going. They play with skipping ropes, laughing and shouting with great enjoyment.

Proving the Story of the Flood.

Prof. George Frederick Wright, of Oberlin, the eminent geologist, is traveling extensively in Siberia, securing evidence that the flood recorded in Genesis really was a universal deluge. This theory Dr. Wright has held to for a

great many years, refusing to accept the hypothesis that the deluge submerged merely the valley of the Euphrates. He holds that when the author of the Pentateuch said the waters "covered the face of the earth," he meant it.

Dr. Wright's journey will be thru the mountains of Siberia, hitherto unexplored, thence along the Caucasus, taking in the ancient Ararat and finally across Asia Minor to Smyrna.

One Lesson of the Galveston Disaster.

The appalling calamity to the city of Galveston suggests one very pertinent question: "Why is not more care taken in the selection of sites for cities? Admitting that Galveston has the only available harbor in a long stretch of coast, one is still confronted with the fact that to live there is at any time a-flying in the face of Providence. Accounts of the city say that no part of it is more than six feet above the sea level. The great loss of life in the disaster was due simply to a tidal wave swept in by the force of a hurricane. It covered the highest ground in the city to a depth of from three to six feet. There was no precaution which could have been taken to prevent such a catastrophe, and there is no assurance that a similar hurricane will not within twelve months produce similar results. People may continue to live in Galveston for business reasons, but the wisdom of their staying is not apparent. Better that the trade of Texas should go out by way of New Orleans than that many human lives should be recklessly exposed to destruction.

The Seamy Side of Russian Development.

The great iron works and other industrial establishments that are revolutionizing Russian life are furnishing work for thousands of peasants who formerly did not know what it was to have money. It has come upon them as a revelation that they are capable of earning a fortnightly stipend. Yet competent observers say that the new order of things is bringing no good to the present generation of peasantry, for they are morally unprepared to be wage-earners. They will work incredibly long hours in the factory for wages that would seem to the Anglo-Saxon to be very small, but when the bi-monthly payment takes place there is no holding them back from the wildest orgies of vodka. The drunkenness in the manufacturing districts about Moscow is the worst in the world. In districts where formerly poverty kept the people comparatively sober abundance has made them riotous beyond measure.

To Save the Forests.

Outcries against wasteful methods of lumbering are very frequently heard now-a-days. A writer who has recently traveled thru the great spruce country of northern New Brunswick returns full of indignation at the wanton wastefulness that prevails. The lumbermen chop and hack without discretion. If they would only select the largest and best trees for their operations, gathering the tops and branches for the pulp mill manufacturer, these great forests would increase in value from year to year. The need is for a judicious pruning of small trees, especially on the lowgrounds, to give an opportunity for the stronger and more shapely trees to grow. There should also be a careful removal of branches and tops to lessen the danger from forest fires. In Germany the forests, in spite of a large and profitable annual cut, are constantly becoming more valuable; so, too, would the great lumber regions of Maine and New Brunswick if a more enlightened policy prevailed.

But, perhaps, the greatest desecration committed by the lumbermen is that which is now being perpetrated in California where trees that are 5,000 years old are being cut without mercy. The only way to save them appears to be thru the action of Congress, which has already made a national park of the Mariposa Grove and which may be invoked to extend its park system for the protection of other venerable trees.

A New History of Education.

A History of Education, by Thomas Davidson, is a unique and much needed treatment of this subject. Prof. Davidson conceives education as a conscious evolution and is the first to write a complete history of education from this standpoint thruout. In this book one misses the tedious descriptions of numerous theories and systems of education, methods of instruction, biographies of teachers and visionary theorists, which so many *Histories of Education* detail chronologically from the remotest time to the present, and rejoices to find traced in bold outlines, yet with sufficient detail, the educational struggles and progress of the race from savagery to the highest form of civilization.

"My endeavor has been to present education as the last and highest form of evolution, that great process which includes both nature and culture. Seeing that the immanent purpose of evolution is the realization of free individuals, that is, moral personalities, I have endeavored to mark the steps by which this has been gradually attained, and to indicate those that have yet to be taken. By placing education in relation to the whole process of evolution, as its highest form, I have hoped to impart to it a dignity which it could hardly otherwise receive or claim. From many points of view, the educator's profession seems mean and profitless enough, compared with those that make more noise in the world; but when it is recognized to be the highest phase of the world-process, and the teacher to be the chief agent in that process, both it and he assume a very different aspect. Then teaching is seen to be the noblest of professions, and that which ought to call for the highest devotion and enthusiasm."

Before beginning the history of education proper, the author devotes an introduction of a dozen pages to the attempt to "show what it is that evolves, why it evolves, and why evolution, finally attaining to consciousness, becomes education." Satisfactory (?) explanations are derived from the conception that the "ultimate elements of matter are feelings." This bit of metaphysics does not affect appreciably the author's record of education as conscious evolution.

Those portions of the race which have kept open the path of evolution have passed thru the stages of (1) Savagery, (2) Barbarism, (3) Civicism or Civilization, and are now advancing to (4) Humanism. Since each of these stages has its corresponding education, the *History of Education* naturally falls into four divisions: (1) savage, (2) barbarian, (3) civic, (4) human. "At the savage stage, education is mainly imitation, becoming with time more and more conscious, but never requiring any special institution or school for its impartment." The divisions and sub-divisions of labor, hitherto unknown, which arose when man passed from savagery to barbarism, divided men into different classes, trades or guilds, for each of which special instruction was required. "The earliest form of conscious instruction was guild-instruction, of which apprenticeship is a modern survival." The three great families, the ancient Turanian, Semitic, and Aryan which have risen above savagery, represent the barbarian stage of culture and education. As types, the author treats, under the first, the education of Sumir and Akkad, Egypt, and China; under the second, that of Babylonia and Assyria; and under the third that of India and Iran.

Progress from the barbarian to the civic stage of culture is marked "by a gradual emancipation from institutions, or a gradual development of individualism. Institutions do not, indeed, disappear, but man now slowly becomes master of them, and rises to self-direction under institutions, that is, to true, moral freedom." The culture and education of Judæa, Greece, and Rome are taken as types of the civic stage. "People at the civic stage of culture draw a sharp distinction between themselves and their neighbors, with implied superiority on their own side. Each is held together by its own gods, its own laws and customs, its own language, literature, and memories, and looks down upon all the others. There is as yet no feeling or recognition of a common, all-embracing humanity. Nor, indeed, can there be until

the distinctively human element in humanity is brought into prominence. This element is Reason, in which all men share. In proportion as reason rules they unite, and the result is human culture, in the attempt to realize which the world has been engaged for over two thousand years—with but very partial success."

"The supernatural beginnings of humanism" are treated in four chapters devoted respectively to Hellenistic education, the Christian "Catechetical School" of Alexandria, Patristic education, and Moslem education. Growth toward Humanism is traced thru Mediæval education in chapters devoted successively to the Period of Charles the Great, Scholasticism and Mysticism, Mediæval Universities, and the Renaissance, Reformation, and Counter-Reformation. Three chapters on Modern education bring the movement down to date.

By no means the least interesting chapter in this book is the final one entitled "The Outlook," in which the author points out most important improvements which must come in the immediate future, if education is to fill its proper function. The present education of our schools is fragmentary. "It imparts no connected knowledge of the universe; it does not seek to arrange things and processes in the order of their desirability, that is, of their value for spiritual ends. Thus, children are not taught to identify themselves, in any way, with the great world, and so they miss the wonderful inspiration that comes from such identification. The world remains to them a mass of particulars. Is it any wonder that the world is uninteresting, and life undramatic, narrow, and dreary to so many people?" "The most truly practical education is that which imparts the most numerous and strongest motives to noble action, which creates the most splendid world of thought, love, and beneficence in the human soul." "Give people first, large, comprehensive views of life, with the inspiration that comes from them, and material comforts will take care of themselves. One intelligent glimpse of the drama of life will quench all desire for the pleasures of the dive and the prize ring. In our endeavor to feed men's bodies, we starve their souls, and make them hanker after the husks that the swine eat."

The very education which is most needed is not provided. "We educate only people of leisure—children in our schools, young men and women, knowing little more of life than children do, in our colleges and universities. The great body of the people, who have to 'go to work' early, and who, as becoming early acquainted with 'life's prime needs and agonies,' are by far the most susceptible of true education, are left out in the cold condemned, for the most part, to toil in a narrow, sordid world, without outlook, and to be the tools of unscrupulous exploiters. Our scheme of public education will never be complete, will never even do its best work, until it supplements its present institutions by a whole system of evening training schools and colleges for the bread winners."

The truth is, there ought to be in every city ward, and in every country village a people's university, consisting of three parts, (1) a manual training school and polytechnic institute, in which instruction should be given in all the arts; (2) a college, which, eschewing authority, sectarianism, and all the mediæval rags and symbols, to which most of our colleges at present cling, shall impart a coherent scientific culture, laying special stress upon those sciences which relate to the history and constitution of society; (3) a gymnasium, with baths recreation-rooms, and rooms for lectures on hygienic and kindred subjects. For public lectures and plays there should be a well-appointed theater."

Prof. Davidson's *History of Education* is intensely interesting from beginning to end. It places familiar events in a new light. However many other histories of education one has read one cannot afford not to read this one. (Charles Scribner's Sons, New York, 1900, pp. viii. 292. Price, \$1.00.)

F. E. SPAULDING.

Passaic, N. J.

The Educational Outlook.

A Few Facts about Japanese Education.

If anyone supposes that the statistical habit is peculiarly occidental, he can rid himself of the supposition by looking thru the Twenty-Sixth annual Report of the Japanese Minister of State for Education. Here is a book of 210 pages with scarcely a line of verbiage. Figures and facts are tabulated almost without comment.

Yet so well are they tabulated that one can easily supply the comment. One perceives from the growth of the schools the tremendous strides Japan has been making in the march of civilization. Except for some queer looking names the report might be one of the progress of education in Texas or Ohio.

A few of the things one learns regarding Japanese education may be set down here.

Figures would seem to show that examinations for teachers' licenses are exceedingly rigid. Here are 317 candidates who were admitted, by virtue of their previous records, to examination for the highest certificate; only seventy pass. Again, in the test for the certificate of the second grade, there were 1,736 applicants, of whom 537 were successful. Nothing is stated regarding the number of candidates for traveling fellowships, but it may be premised that it is very large. There were at the writing of the report fifty-eight young men studying in foreign countries at the expense of the Japanese government. Most of these will return to Japan as teachers or as organizers of educational institutions.

An excellent and very progressive innovation is the system of educational societies which has been started thruout the kingdom. Almost every important *gun*, or city-state, has at least one of these unions. They are composed, as a rule, of both teachers and laymen and are coming to exert a great social influence. Among their features are lectures illustrated with lantern slides; the publication of journals and monographs; supplementary classes in sewing, cooking, etiquette, and dancing. How occidental it all sounds!

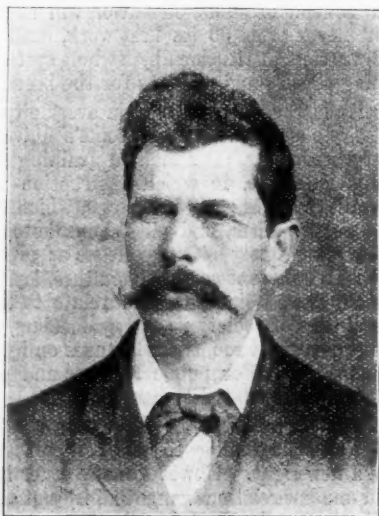
These associations maintain among their other good works fifty five free kindergartens, conducted upon approved European methods. Encouraged by the success of these the government is making tentative efforts at the establishment of a universal system of kindergartens.

The trade-school idea is also finding expression in Japan in the newly formed Apprentices' schools which have been started in several of the large cities. These are coming into great favor. They aim to give systematic and scientific instruction in such trades as dyeing, weaving, metal and lacquer work, brewing, etc. Their course is one of four years.

Supt. Hammond on Manual Training.

LANSING, MICH.—State Supt. Jason E. Hammond has made a thoro investigation of manual training as carried out in various public schools and institutions of the country, and as a result he has issued a leaflet entitled "Manual Training in Character Building." Supt. Hammond believes that normal development in one direction stimulates development in all directions and that the same principle applies to mental and moral growth. As it is shown that manual training enforces the use of the faculties with more certainty than do the academic studies, a pedagogical reason for its introduction into school courses of study is established.

To prove that manual training develops will power even in



Principal DAVID SALMON, Swansee Training College, England.
Author of "The Art of Teaching."

those abnormally lacking it, Superintendent Hammond refers to the state reformatory at Elmira, where manual training is based upon the facts that every part of the body controlled by the will is really controlled by a region of the brain known as a center, and that if a center controls the activities of a certain part of the body it is possible by cultivating these activities to produce better brain conditions in that center. Since the opening of the institution at Elmira it has received 9,865 inmates. Of the 8,542 discharged, 6,190 have been paroled, and it is estimated that 86.4 per cent. of these were permanently reformed.

"If," asks Mr. Hammond, "manual training produces such marvelous results in dull grown but abnormally weak men, who can estimate its power on the growing youth?"

Lincoln Memorial University.

CUMBERLAND GAP, TENN.—The Lincoln Memorial university is one of the most interesting of the recently developed educational institutions in the South. Some years ago an English syndicate erected a sanitarium and large hotels in the vicinity of Cumberland Gap, the point where the state boundaries of Kentucky, Tennessee, and Virginia converge. The venture failed. One portion of the property came under the control of Rev. and Mrs. A. A. Myers, the founders of many schools in isolated Southern mountain districts, and they established there in 1890 a school for the white young people of the adjacent region. This institution called the "Harrow Hall School," furnishes primary, intermediate, grammar, and high school training for eight months of the year to pupils whose former instruction consisted of but eight weeks a year in the public schools. The teachers and a part of the students are resident, living in the school building and in neighboring structures.

The remaining buildings, which are located three miles from Cumberland Gap together with five hundred acres of land, were purchased by the directors of Lincoln Memorial university. The sanitarium called Grant Lee Hall, is used for the principal dormitory. Dr. John Hale Larry, formerly of Providence, R. I., is the president and much of the university's success is due to his efforts. Besides the regular lines of academic education some features of industrial training have been promoted by him. The students are an enthusiastic set of young men and women, some of whom come from a distance of more than a hundred miles. The Harrow Hall graduates also attend the university for advanced work.

Funds for the support of the institution have come in the past mostly from Northern sources, but it is expected that as the interest extends, the South will also contribute. The managing director of the university is Gen. Oliver O. Howard, of Burlington, Vt., who is widely known as the founder of schools for the colored race. The advisory board and the board of directors are made up of prominent men living in all parts of the country.

Christian Brothers Schools'.

The fears of the Christian Brothers that with the elimination of the classics in their institutions the number of students would be small are allayed. The opening of the colleges shows a most without exception a large increase in the number of pupils. Spanish, French, and German take the place of Latin and Greek. The introduction of industrial education upon the French system has been suggested.

A New Benefit Association.

SAN FRANCISCO, CAL.—An annuity and retirement association of the public school teachers of this city has been incorporated. Its constitution provides for a fifty years' continuance and a board of nine directors. Prominent local educators were chosen as directors for the first year. The old association, which was unincorporated, will probably be dissolved and its members united with the new organization.

Notes from Philadelphia.

Ungraded Classes to be Established.

The board of education has authorized ungraded classes in the larger elementary schools. Men and women who have especial aptitude for training backward children will be selected as teachers. Supt. Brooks, who has been an earnest advocate of the plan, is confident that many pupils who now seem dull and unprogressive will advance rapidly under the new conditions.

A School Trouble in Germantown.

The citizens of the ward in which the Edwin H. Fitler school is located have protested against the action of the board of education in regrading this as a primary school only, thereby compelling the pupils of the upper grades to go a long distance from their homes. Two hundred parents attended a recent meeting of the school board and expressed their indignation. The board voted to reinstate the grammar grades.

Courses for Teachers.

A course of lectures for teachers on "The Science of Education" will be begun this month. Dr. Nathan C. Schaeffer, state superintendent of public instruction, will conduct the work this year taking it up where Dr. Brumbaugh left it last June.

New England Items.

There is a great deal of sound sense in this extract from the annual report of Supt. C. S. Lyman, of Oxford, Mass :

"To accomplish good work the maximum number of pupils per teacher should not exceed forty, while many claim that thirty to thirty-five are enough. This crowded condition of some of our schools makes it impossible for teachers to accomplish the best results, while the huddling together of so many children in unsanitary quarters is injurious to both health and morals. The discipline is necessarily lax ; and many things which need the teacher's attention escape her notice. One teacher tells me that on stormy days, when she has from thirty-five to forty pupils present, she can do much more and better work than when nearly sixty are in the room. She adds : 'It is such a relief to have a school small enough to be properly managed and successfully instructed.'"



PAUL HANUS,
Professor of Education, Harvard University. Author of "Educational Values" and other Essays.

BOSTON, MASS.—Dr. Moses Merrill, head-master of the Boston Latin school, has been granted a year's leave of absence, on account of ill-health. Dr. Merrill has taught in the Latin school since 1838 and has served as head-master since 1878. His personal influence with the boys has always been very strong and he will be missed greatly. Mr. Arthur Irving Fiske, head of the Greek department, has been appointed acting head-master.

WESTERLY, R. I.—There are a number of mixed schools in this town with only a few pupils in each. A recent report of the school committee suggests that the number be reduced by consolidation. In the same pamphlet Supt. C. H. Babcock notes with gratification a decidedly progressive spirit among his teachers. As a result last year was one of the best in the history of the schools, and still better things are hoped for in the future.

NEW HAVEN, CONN.—The most interesting new departure at Yale is the School of Forestry. Appearances indicate that the two years' course in woodcraft will be very popular in the university. The profession of forestry is as yet comparatively undeveloped in this country, but its possibilities are fully recognized. The headquarters of the school will be the magnificent old estate left to the university by Prof. O. C. Marsh. This contains the rarest collection of fruit trees and shrubs in New England. In addition to the Marsh estate a considerable acreage of waste land has been secured, which will be used as a forest nursery.

Besides the opportunities offered at headquarters, students will obtain great advantages from the extensive tract of forest land in Pike county, Pa., which Mr. James W. Pinchot, of New York, recently donated, and from similar tracts in the Adirondacks, loaned by Mr. William Rockefeller and the International Paper Company. All told the school is well provided with land and equipment.

The course will be one of two years, under the immediate direction of Prof. Harry S. Graves and Prof. J. W. Toumey. Dr. Graves will have charge of technical courses in forestry, while Prof. Toumey will take up the work in botany and in the herbarium.

The school starts in with the inestimable advantage of a good working library.

MERIDEN, CONN.—The new principal of the high school is Willis J. Prouty, a graduate of Tufts, who has for several years been a grade teacher at the school and has made for himself an excellent reputation both as instructor and disciplinarian.

NEW HAVEN, CONN.—The board of education has voted to renew the old rule of allowing out-of-town pupils to attend the high school. Towns furnishing students must pay sixty dollars tuition for each and pupils are expected to buy their own textbooks.

Manual Training in Lowell.

LOWELL, MASS.—A manual training department has been opened in the new high school annex. The first floor is occupied by the blacksmith shop and a store-room. The wood and iron machine-rooms and seven large class-rooms are on the second floor, while the top floor contains a carpenter shop, a large drawing-room and five more class-rooms.

The equipment of the new department is of the best. The carpenter shop has bench room for thirty students with a complete set of tools for each pupil. The drawing-room has boards and instruments for 130 pupils. In the wood room are lathes of various sorts, planers, circular saws, and grindstones. This machinery is run by a twenty-horse power motor and is so belted that certain parts or the whole of the shafting may be run at the same time. The course in the new department covers four years. There is a total enrollment of 115 pupils in the school, of whom sixty-five are in the entering class.

Opening of the School of Housekeeping.

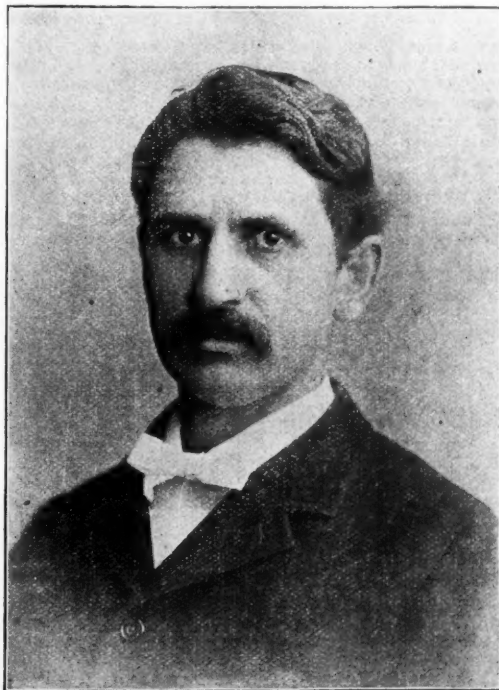
BOSTON, MASS.—Are we coming at last to a solution of the servant problem? Here, at any rate, is a new attempt in the school of housekeeping at 45 St. Botolph street, whose mission will be two-fold. It will give training to the mistress in such important subjects as bacteriology in relation to daily living, household buying, chemistry of food stuffs, art in the home; and to the maid it offers, without charge for tuition or board, a two years' course in cooking, chamber work, and parlor work.

The faculty includes Edward Cummings, George W. Fitz, William T. Sedgwick, Ross Turner, and Ellen H. Richards. The lecture loving propensities of the Boston woman will therefore be fully catered to. Graduates of the House-workers' department will receive regular diplomas in four grades from A thru D, the rate of compensation which they may fairly demand being determined by the grade they have attained. A No. A cook will be entitled to \$5.00 per week; a No. D cook will get only \$3.50. A No. A chambermaid will expect \$4.50; one who makes only a D must get along on \$3.25.

Chicago Notes.

Teachers to Do Research Work.

This plan of Trustee Christopher's is intended to encourage high school teachers in carrying on special research in their lines of interest. He has succeeded in securing an appropriation of \$500 to be disbursed for books and apparatus which shall be of real help to teachers anxious to become specialists. It is not a very large sum, but Mr. Christopher believes that it can be increased eventually as the benefits of the work become apparent. The idea is that the teacher who is conducting research is far more of an inspiration to his classes than the teacher who simply goes over the same ground year after year.



REV. FRANK W. GUNSAULUS, D.D., who recently resigned the presidency of Armour Institute, Chicago, which he has held from the founding of the institution in 1893.

Cottage Plan at Parental School.

Supt. T. H. MacQueary, of the new Parental School, has made a statement to the effect that he shall endeavor to secure for his institution the adoption of the "cottage plan." Under this there will be a number of cottages capable of accommodating

a resident master and thirty boys or girls. This system, wherever tried, has approved itself, while the plan of herding large numbers together has generally failed. There will be needed at the start eight or nine double cottages. In Boston the cost of maintenance per pupil is \$3.68 per week; in Chicago it is likely to be a little higher.

James Hannan, Chicago District Superintendent.

The Chicago school system suffered a severe loss in the death of James Hannan, who passed away at Duluth on September 6. While not a great educator nor professing to be such, he was a man of high character and personal integrity, greatly loved and respected even by those who did not sympathize with his educational views. No man in the system was better liked by the teachers under his direction.

Mr. Hannan had been in school work since 1867, when he was made principal of the Kinzie school, Chicago. He afterwards held the superintendency of the town of Lake until the time of its annexation to Chicago.

In and Around New York City.

Pres. Miles M. O'Brien has a scheme for bringing the school commissioners into closer relationship with the inspectors of districts, and, thru them, with the people. Commissioners will no longer be expected to supervise schools that are scattered throuth the city, but each commissioner will be assigned a list of schools near his place of residence, so that he can easily drop into them for a half hour's visit.

The only objection that has thus far been raised to this plan is that a very large district of the east side is not represented by any commissioners at all. Mr. O'Brien hopes that an effort will be made to have at least one representative from the region of First avenue.

There are only about half as many students as usual in the normal school this term. This is due to the fact that there was no entering class on account of the extension of the high school course from three to four years.

Six additional instructors have been elected to the faculty of the boys' high school. There are now fifty-two teachers, and some fourteen hundred pupils.

More Money for Manhattan Borough.

An important decision of the corporation counsel has been handed down, to the effect that in apportioning the school moneys to the several boroughs under the Davis law the aggregate attendance of pupils and the number of certificated

teachers in the corporate schools must be included. In other words school population will be made a basis of distribution. Practically this means that Manhattan borough, which has a large corporate school population, will gain over the other sections of the city. Brooklyn, Queens, and Richmond will all lose small amounts annually.

An Industrial Scholarship.

The Manufacturers' Association of New York, anxious to help in the cause of technical education, has decided to offer each year a scholarship of \$500 to defray the expenses of some bright young man with special aptitude for leadership in mechanical science. Conditions regarding the method of application, the manner and time of holding examinations, etc., will be announced a little later.

The Examination For Female Principalships.

Another examination for licenses as principal, open to women only, will be held October 22, 24, 26. This is rendered necessary by the lack of women candidates. Male candidates are plentiful enough, but the eligible list of women principals has been exhausted.

Supt. Jasper believes that a radical change in the policy of supervising schools is imminent. There are altogether too many first assistants for the number of departments. Some departments have two or even three first assistants with salaries ranging up as high as \$1,600 for women and \$2,400 for men. The plan is to get all the small schools into the hands of the first assistants.

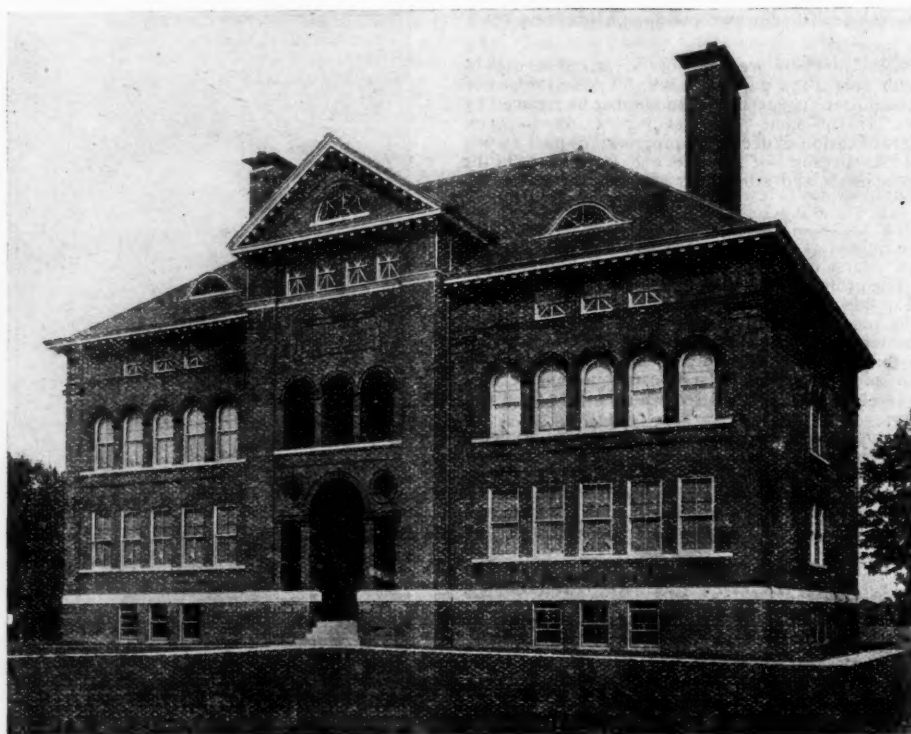
This change will be of great advantage to the system. For one thing it will bring about great financial saving. It will give the first assistant valuable experience in managing a school. At present the jump is too great from a subordinate position to the management of a large number of classes. The first assistants need more of preliminary responsibility; under the proposed system they will get it.

Teachers College Extension Courses.

A very valuable addition to the work of Teachers college will consist in the important extension courses which, are now offered to teachers of this city and vicinity. These courses, which will have thirty sessions of one hour each, are an integral part of the college curriculum and may be counted toward any of the degrees conferred by Teachers college. They are held late in the afternoon or on Saturdays, so as to be available for teachers. Courses in the history of education, psychology, general method, school administration, secondary education, child study, and methods of teaching English have been arranged.

Race War Still On.

The racial trouble in Jamaica (borough of Queens) will not down. The colored citizens have gained their point of having their children admitted to the regular schools instead of being sent to separate institutions. Now the white parents whose children are in school No. 48, where there has been an inroad



Brockside School, Charles Granville Jones, Architect, Bloomfield, N. J.

of fifty little colored people, are up in arms and clamoring for the removal of their children to other schools. This seems to be the only present solution of the difficulty, tho it certainly cannot be final.

Affairs in Jersey City.

JERSEY CITY, N. J.—Schools opened for the fall on Sept. 10. Tho several new buildings have been recently erected, it was necessary last year to organize many half-day classes. This year sixty-three half-day classes were opened, accommodating 3,559 pupils, or 1,279 more than last year. The total number on register this year is 25,002 or 757 more than last year.

The board of education have asked the board of finance to issue bonds to erect at least two new buildings.

When Mayor Hoos issued a call for funds for the Galveston sufferers, the board announced that contributions would be received thru the schools, Thursday, Sept. 21. Besides hundreds of packages of groceries and clothing, the sum of \$1160.73 was handed in by the pupils.

Under New Regulations.

The first teachers' examination under the new rules took place Monday, Sept. 17, in the board rooms. Fourteen applicants presented themselves, three of whom were trying for the grammar school principal's certificate, tho there are, at present, no vacancies. Heretofore, a first grade New Jersey state certificate was the only qualification necessary for a grammar school principalship. The new rules require an examination in addition.

Teachers who desire the position of principal of a primary department, or school, or vice-principal of either grammar or primary department, must pass the board's examination, which with their records as teachers, constitutes their qualifications. Heretofore, only their record as teachers was required.

Recent Deaths.

HAVANA, CUBA.—George P. Gregory, of the San José Correctional school, died of yellow fever on Sept. 13. He had been in Cuba only a few weeks but had already established a reputation for energy and efficiency. His widow and four children are left in Havana.

SAN JOSE, CAL.—Prof. A. H. Randall, a well-known educator of this state, died Sept. 7, of consumption. He was a member of the faculty of the State normal school in this city for sixteen years, the last three of which he served as principal. He was very popular in the school and among the teachers thruout the state. Professor Randall was a native of Maine and was sixty years of age. He was a graduate of Wesleyan college and of the Maine normal school. He came to California in the early sixties. Ever since then he has been identified with the educational interests of the state. The high school at Stockton owed its foundation to him.

CHICAGO, ILL.—Mr. Julius Brackmann, one of the pioneer parochial school teachers of this city, is dead. Mr. Brackmann was born in Luenburg, Germany, and came to this country when he was ten years of age. After completing his education he began to teach in the country schools of Illinois. Afterward he was placed in charge of Zion's Lutheran school in this city where he remained for almost twenty-five years.

Thomas Davidson.

One of the most interesting men in the United States died in the person of Prof. Thomas Davidson, who succumbed to a complication of disorders on Sept. 18. His lectures and conversations were as remarkable in their way as Emerson's or Bronson Alcott's. A few personal impressions of the man may be interesting.

Prof. Davidson used to call himself a Scotchman of Norse extraction. He was of an old Aberdeen family, and his red beard and ruddy complexion betrayed his descent from the old Vikings who settled the coast about Aberdeen. His mind, too, as well as his person, suggested the hardy Norseman. He was full of the vigor and tireless energy of the corsairs.

For several years past Glenmore, in the Adirondacks, Prof. Davidson's summer home, has been a resort of scholars and thinkers. Prof. Davidson dubbed it his "School for Culture Sciences." There such men as William T. Harris and John Dewey have built their cottages and carried on their summer studies. Prof. Davidson was always the patron saint of Glenmore. His lectures and readings were perhaps the greatest of the many attractions of the place.

Prof. Davidson had been in early life a class-room teacher, but of late years he steadily refused to make any engagement with school or college. He once told the writer that while he had always been successful with the clever pupils he could not help alienating the sympathy of the dull, for intellectual stupidity was a thing almost incredible to him. He could teach suggestively but not exhaustively. The last experience he had in teaching was when in Italy the Pope invited him to settle in Rome and teach some of his professors the modern methods of historical research. In this work he was engaged for more than a year at Rome and Piedmont.

Among books written by Prof. Davidson are "The Philo-

sophical System of Antonio Rosmini Serbati," "Aristotle," "The Fragments of Parmenides," and "The Place of Art in Education."

When he lived in New York Professor Davidson was greatly interested in educational work among the Hebrews of the east side. Many Jewish lads were assisted by him to courses at Columbia or at New York university.



Interesting Notes from Everywhere.

ST. LOUIS, MO.—At a recent meeting the board of education tendered a vote of thanks to Supt. F. Louis Soldan for his efforts in making the St. Louis public school exhibit a success at the Paris Exposition. In his response Superintendent Soldan referred to the growing tendency in Europe and thruout the civilized world to imitate the United States in spreading the benefits of education among the masses.

DENVER, COL.—This city is assured the establishment of an institution for orphan children, similar in scope to Girard college, Philadelphia, by the will of the late Mr. George W. Clayton. The actual amount of his property is not yet known, but as he was a heavy owner of mining stocks, it is expected that the bequest will be very large.

JERSEY CITY, N. J.—Mrs. Phoebe Andrews, one of the oldest teachers in the service, has been retired. She has taught faithfully in the Jersey City schools for more than thirty years.

PALENVILLE, N. Y.—A magnificent public school building has been dedicated, the gift of Mr. W. L. Lawrence, of New York, in memory of his wife, who died in the village two years ago. Its cost was somewhat over \$50,000.

PHILADELPHIA, PA.—The University of Pennsylvania has received a gift of several hundred Dante volumes from Mr. T. W. Koch, class of '92. These will supplement the valuable Macaulay collection and will give the university one of the best Dante collections in the world.

NEW BRUNSWICK, N. J.—Pres. Austin Scott, of Rutgers, is a fighter. He had announced his determination this fall to stop the annual rush between sophomores and freshmen; and he meant it. Presidential dignity was thrown to the winds when Dr. Scott arrived on the campus and found his boys contending for a scarlet flag. At the sight of that flag the president rushed into the thick of the scrimmage and taking advantage of an awed lull, carried off the flag. The fight was renewed a little later.

WASHINGTON, PA.—The newly elected president of Waynesburg college is Dr. A. E. Turner, now president of Lincoln university, Ill. Dr. Miller, who for forty-one years has been president of Waynesboro, will continue to sit in the faculty.

TORONTO, ONT.—Mr. J. G. Jardine, Ontario commissioner at the Paris exposition, writes that Ontario is the only British province coming in for a first medal for education as a province. Everybody speaks in highest terms of the Canadian exhibit.

DENVER, COL.—Mrs. Helen L. Grenfell, state superintendent of public instruction, will suggest in her forthcoming report the need of a state home for truant boys. The compulsory education law which has been enforced a little more than a year, has brought about the investigation of a large number of truancy cases. At present incorrigible juveniles are sent to the industrial school, but that institution is filling so rapidly that another shelter must be provided soon.



Principal C. C. BRAGDON, Lasell Seminary, Auburndale, Mass.

BROCKPORT, N. Y.—Some newly created positions in the faculty of the state normal school here mark the beginning of the thirty-fourth year. Mr. Lloyd Fenny has been appointed assistant in biology and rhetoric, while the office of critic in fifth and sixth grades is filled by Miss Margery B. Loughran. The fine buildings and the many excellent features, both educational and social, together with the reasonable living expenses, have made the institution a deservedly popular one.

DU BOIS, PA.—Professor E. C. Shields has been chosen superintendent of public schools in Clearfield county, to fill the vacancy caused by the recent death of Superintendent Weaver.

CHICAGO, ILL.—Prin. William C. Dodge, of the Franklin school in this city, has been recommended by Supt. Cooley, as the successor of the late District Supt. James Hannan.

TRURO, N. S.—The school board has set aside the Victoria school building for the purpose of manual training and domestic science. Mr. T. B. Kidner, the newly engaged director has had wide experience in this line of work in England and will undoubtedly be successful in making the Victoria one of the best schools in the provinces.

TOPEKA, KANS.—Just before the opening of the fall term a "house warming" was given in the Highland Park district school. A musical and literary entertainment was presented in the assembly hall, after which visitors were shown thru the rooms by the teachers, to inspect the improvements that had been made during the summer.

SPRINGFIELD, ILL.—The board of trustees of Lincoln university has elected Dr. J. L. Goodnight, formerly president of West Virginia university, as the successor of Dr. A. E. Turner, who resigned to take the presidency of Waynesburg college.

HAVANA, CUBA.—Supt. Frye's report, which has just appeared, shows that there are 3,313 schools in operation in the island, with 3,553 teachers and 143,120 pupils.

SALT LAKE CITY, UTAH.—At a recent meeting of the Salt Lake county teachers' institute, a committee was chosen to suggest a series of books or outlines in nature study for adoption as a standard for teaching the subject.

ST. PAUL, MINN.—Miss Mary Manion has been elected to the principalship of the Gorman school to take the place of the late Prof. John G. Donnelly. She is a graduate of the State university and the teachers' training school of this city, and has been a teacher in the St. Paul schools for ten years.

GRAND RAPIDS, MICH.—Miss Alice M. James has been chosen preceptress of the Central high school to take the place of Mrs. Florence Miller, resigned. Miss James is a graduate of the University of Michigan and has been in charge of the high school junior session room for four years. Her new position carries with it a salary of \$1,100 a year.

TROY, N. Y.—Things are lively in this city on account of the removal by Mayor Conway of Commissioners Morrissey and Howe. His charge was neglected duty in several important particulars.

The decapitated members refuse to recognize the act of the mayor as legal and insist that they are still members of the board. Mr. Howe, who was president, is especially incensed. The matter will come before the courts.

Meantime the committee has been reorganized, Joseph B. Boland and David L. Beattie have been appointed to fill the vacancies and a large volume of business has been transacted. It is evident that if possession is nine points of the law, the newly appointed members will stay.

WASHINGTON.—The German emperor has invited three of the junior constructors of the American navy, Messrs. Du Bois, Eggert, and Powell, to come to Berlin for advanced instruction in naval architecture. It is said that the emperor wishes to have the Americans attend the institution at his capital as an example to the young subjects of his country of the high regard in which this government holds the subject of naval architecture.

Mr. Powell was the cadet who commanded the steam launch which accompanied Hobson to the entrance of Santiago harbor.

SCRANTON, PA.—The board of control formally inspected the new school No. 9, two days before it was opened to pupils. Satisfaction was the unanimous verdict. The building is of red brick with blue stone trimmings and contains eight rooms. Careful attention has been directed to the heating and ventilating system with excellent results.

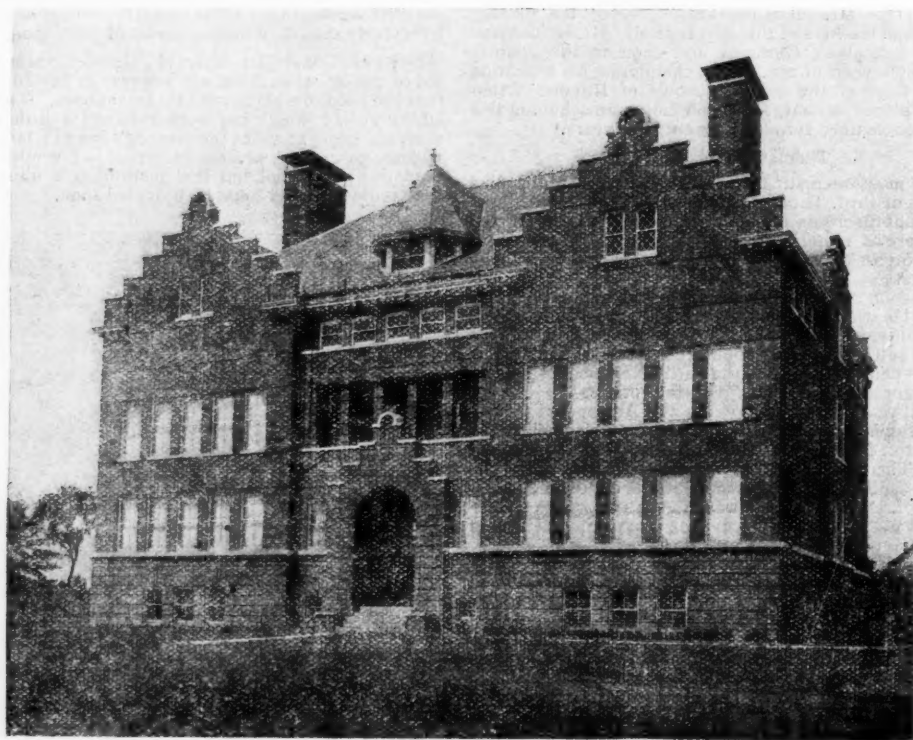
TROY, N. Y.—Prin. Henry H. Kendall, of public school No. 10, has been transferred to public school No. 9, and Mr. Pierce Russell, a recent graduate of Williams college, has been appointed supervisory principal of No. 10.

COLORADO SPRINGS, COL.—A new science building is assured for Colorado college. Dr. Slocum has secured the necessary \$150,000, and work will begin at once on the new structure.

Bad blood is a bad thing to inherit or acquire, but bad blood may be made good blood by taking Hood's Sarsaparilla.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free E. L. KELLOGG & CO., 61 E. Ninth Street, New York



Fairview School, Bloomfield, N. J. Charles Granville Jones, Architect.



[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

E. L. KELLOGG & CO.,

The Educational Building,

61 E. NINTH STREET, NEW YORK.

267-269 WARASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

TWO DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Literary Notes.

Mrs. Alice Morse Earle will contribute further to her series of books on colonial days by issuing soon, thru her publishers, The Macmillan Company, a work on *Stage-Coach and Tavern Days*. The restricted pleasures and furnishings of the Puritan ordinary, and the luxurious fare and rollicking bouts of the provincial tavern are fully told. Tavern diet is given, the cost, the modes of preparing and serving, and tavern manners are recounted. "Kill Devil and Its Affines," the title of one chapter, and "Small Drink," tell of tavern drinks and drinkers, their pleasures and their punishments. The tavern landlord and stage driver are each full character sketches, drawn from life. Accounts of the Indian path, the pack-horse, the saddle and pillion, the Conestoga wagon, the turnpike, the stage wagon and flying machine precede the detailed career of the stage-coach; closing with the first days of the railroad. The panorama of the tavern which went on within its walls, the dances, weddings, the meetings of magistrates, select men and deacons, trials by jury, vendues of merchandise, book sales, the auctioning of paupers, lottery drawings, turkey shoots, bull baitings, the visits of guests of honor, all are fully told, as are the romances of the road, its traditions and tales of interest, and the pleasures and pains of old-time travel.

Recognition of the merit of the American school system of calisthenics was given recently at the Paris Exposition, where an exhibition of moving pictures, showing classes in gymnastics, grace hoop, ball game, etc., both surprised and delighted the educational representatives of foreign nations. The interest aroused by these pictures is shown from the fact that Russia is sending one thousand teachers to study them and the system they represent. The French minister of public instruction is making the teachers of the common schools and lycees, and the other European nations, thru their representatives, thoroly familiar with what the Americans can offer as an improvement on their own methods. The work of Miss Jessie H. Bancroft, director of physical training in the public schools of Brooklyn, N. Y., received special commendation, one third of the entire exhibits of pictures being illustrative of her system.

In both the September and October numbers of the *Delineator*, Margaret Hall has shown very skilfully the value to both mother and child of "The children's hour." The heartfelt words of Miss Hall have a distinct tendency to raise the great profession of motherhood to its proper plane. . . The women who are interested in gardening have the advantage in the *Delineator* of corresponding direct with the well-known horticulturist, Ward McLeod, who takes charge in that magazine of an entire department devoted to practical gardening. . . The October number, in addition to Miss Hall's article and Ward McLeod's work, and the eighty or more sketches of present-day styles, which are prominent features of the magazine, contains over twenty other valuable contributions. For thirty years it has been trusted by American women for guidance in home dressmaking and home management.

Miss Grace Marguerite Hurd's novel *The Bennett Twins* will be published this month by the Macmillan Company. It was announced some little while ago as a lively study of life among some art students in a famous New York studio. While the characters of the story are not supposed to be portraits, those who have known intimately the studio in question will probably recognize more than a hint at personal characterization.

"Spanish Highways and Byways" is the title of a book by Katharine Lee Bates, which The Macmillan Company have on the press for early publication. It is a volume of travel, on the lines of Clifton Johnson's "Among English Hedgerows." Miss Bates went to Spain soon after the end of the war, and wandered thru the land, with her eyes open for the more out-of-the-way and characteristic scenes of country life. Her summer was spent in rough picturesque travel thru the Basque Provinces, Old Castile, Asturias, and Ga-

licia, and her book has an account of the mediæval celebration of the feast of Santiago, which is of unusual interest. The illustrations are of many quaint country people and their customs, fiestas, carnivals, and beautiful examples of architecture.

Minister Wu Ting Fang will present in the October *Century* "A Plea for Fair Treatment" in behalf of his fellow countrymen. This is one of half a dozen articles in the same magazine, in which the Chinese question will be treated, directly or indirectly. Bishop Potter writes on "Chinese Traits and Western Blunders"—the first of a series of travel sketches and studies.

Americans is the title of Charles Dana Gibson's forthcoming book of drawings which will be published in October by Mr. Russell. The book will contain over ninety of Mr. Gibson's latest sketches and cartoons, and, as its title indicates, is full of the national character.

The Riverside Aldine Classics.

The Riverside Aldine Classics is the name given a new series of books of the high character indicated herein, published by Messrs. Houghton, Mifflin & Co., at fifty cents each. The contents of the series have been chosen by Mr. Horace E. Scudder, who has also furnished introductions and notes on the text. Each volume is an 18 mo (4 3/4 inches x 6 5/8) of about 200 pages; printed from a strong, clear type-face, on antique paper. Each volume has a table of contents and is illustrated by a photogravure frontispiece. The binding is strong, yet flexible, and the covers are dark blue cloth stamped in gold. The following volumes are now published: *Evangeline, and Other Poems; Snow-Bound, and Other Poems; The One-Hoss Shay, and Other Poems; The Vision of Sir Launfal, and the Great Odes; Legends of Province House, and Other Twice Told Tales.*

Messrs. Henry Holt & Co. will publish within a month a new work on Agricultural Botany, a science on which text-books are still few. It is by Professor John Percival, of the Southeastern school of Agriculture, of Wye, England, and its title is *Agricultural Botany, Theoretical and Practical*. It aims to exclude such botany as treats the subject from a purely scientific standpoint, and to adapt itself especially to the need of the practical farmer and gardener. It is based on many years of experience in teaching such people, and aims to give a sound working knowledge of the general principles of agriculture in its more immediate application to the crops and the farm. A series of exercises and experiments are included. All the drawings are original, most of them made by the author from living or natural examples, and the "ears" of the grasses drawn the natural size of the average specimens.

NEW AND IMPORTANT HISTORIES

AMERICA'S STORY FOR AMERICA'S CHILDREN

By MARA L. PRATT.

The story of America's History from the voyage of Leif Ericson to the end of the Civil War is simply and charmingly told in a manner that catches and holds the attention of children in the third and fourth year classes. The sixty illustrations are historically accurate; four in colors. Cloth, 132 pages. Price, **35 cts.**

AN ELEMENTARY HISTORY OF THE UNITED STATES.

By ALLEN C. THOMAS.

It is the aim of this work to present the main facts of our country's history in such a way as to attract and interest pupils in the earlier grammar grades. With this object in view most of the book has been given to biographical sketches of the makers of our country. Beautifully illustrated from authentic sources. Cloth, 338 pages. Price, **\$1.00.**

HISTORY OF THE UNITED STATES.

By ALLEN C. THOMAS.

A new and revised edition of this well-known history, with an added chapter on the Spanish war, bringing the narrative down to January, 1900. The work is accurate, interesting, and just. Cloth, 542 pages. Price, **\$1.00.**

Catalogue and Circulars Free on Request.

D. C. HEATH & CO., Publishers,

Boston, New York, Chicago.

Interesting Notes.

A New Machine Gun.

Seven hundred shots a minute, no recoil and a bullet that can act like a steel drill at a distance of two and a half miles, is the record of a new gun that is to be placed on the market in a short time. The weapon is the invention of Dr. Samuel N. McClean, a medical man of Cleveland, O. It is the result of years of work.

An infantry regiment armed with this new weapon would fire 60 000 shots a minute. One of the peculiar and wonderful characteristics of the new gun is that it has absolutely no recoil. A rifle can be laid on a table and allowed to fire its entire magazine, and it will not move a fraction of an inch. And the mechanism is good alike for pocket pistols and 12-inch guns. This absence of recoil enables a gun, mechanically held, to hit exactly in the same spot, and in time any armor in the world could be pierced.

The use of the waste gases generated by the powder to reload and fire the gun is the fundamental principle of the invention. To prevent recoil the gases are taken from the muzzle of the weapon and their impact tends to counteract the backward movement of the piece.

The magazine holds just five cartridges at a time. It can be so arranged as to fire an indefinite number of cartridges from an endless belt, as is done by the heavy machine guns now in use. Three sizes have already been made, from six millimeters to a 3.2 field gun.

Observations of the Sun's Spots.

A memoir has been recently published by Mr. Christie, royal astronomer of England, in the monthly record of the Royal Astronomical society. The memoir treats of the mean surface and latitude of the sun spots which have appeared during the year 1898, these having been deduced from a series of photographs taken at the Observatory of Greenwich, at Dehra Dun, India, and at Mauritius island. The year 1898 has been marked by three principal eruptions of spots. The first commenced the 6th of March by the simultaneous appearance, at equal distances from the equator, of two large groups of spots.

The second of the series, and the most remarkable, made its appearance on the 11th of August, under the form of one, then of two minute spots. This group was almost insignificant up to the time of its disappearance near the western border on the 16th of August, but became very striking upon its reappearance, on the 3d of September, its extent increasing from day to day. It arrived at a maximum (0.002235 of the sun's visible surface) on the 10th of September, and then commenced to decrease. It was still of considerable size at its third appearance on the 30th of September, but afterward diminished rapidly, and on its fourth return, the 24th of October, only a few small spots remained.

The third remarkable group of the year appeared on the 28th of October, but was visible during a single passage only. The principal characteristics of the year 1898 have been the return of spots at a high latitude, 10.5°, compared with 8° in 1897. The number of days upon which no spots were seen has considerably increased, this being 48 in 1898, 32 in 1897, and 8 in 1896. The year 1898 resembles greatly the year 1896 by the mean daily surface of spots, their mean distance from the equator, and the number of days without spots. If the diminution follows the course of the last cycle, the next minimum will arrive at the beginning of 1901.—*Scientific American.*

Monument to Lincoln's Mother.

The project to erect a monument over the grave of Nancy Hanks Lincoln, mother of Abraham Lincoln, in Spencer county, Ind., has reached the stage where a design for the monument has been accepted. The project is in the hands of the Nancy Hanks Lincoln Monument Association, of

which Governor Mount, of Indiana, is the head. The offer of Col J. S. Culver, of Springfield, Ill., to build the monument of granite from the Lincoln monument in Springfield has been accepted. The Springfield monument has for years been in a state of dilapidation and is now undergoing repairs, which practically involve its rebuilding. The bodies of the president, Mrs. Lincoln, and their young son have been placed in a temporary receiving vault, and upon the completion of the monument at Springfield will be removed to it. The monument over the grave of Lincoln's mother will consist of a massive stone-faced pedestal, resting on a solid foundation. On one of the faces of the block is to be carved a scroll bearing the name, Nancy Hanks Lincoln, and underneath it the simple inscription, "Mother of Abraham Lincoln."

Americans Build China's First Flour Mill.

Industrial conditions may be a cause as well as a consequence of war. A missionary just home from China says that it may yet be shown that American flour and English cotton prints had much to do with the uprising in China. When the Chinaman sees foreign products sold in such large quantities in his country it frightens him and he fears that he is being robbed of his ability to make a living.

Last year nearly \$5,000,000 worth of flour from the Pacific coast of the United States was sold in China. Most of this went thru the port at Shanghai. Seeing this great amount of money going to a foreign country for flour, which the Chinese could make from their own wheat, the Foo-Foong Company of Shanghai was formed for the purpose of building and operating a mill. Mr. F. G. Morse, of Minneapolis, went to Shanghai for the E. P. Allis Co., of Milwaukee, and superintended the building of the mill, the first modern one ever erected in China, and installed the machinery. The mill has a capacity of 300 barrels a day. It was almost finished when the war broke out and, unless Shanghai is involved in the rebellion, may soon be in operation.

France's Specter of Monarchy.

A writer in the *Petersburger Zeitung* says: "No doubt Paris owes her beauty and her prestige to the grace of princes, and Paris thinks of the monarchy with regret. But there is even in Paris little chance of a revolution in favor of monarchical institutions. The Socialists and the Republicans are too strong. The most that is likely to happen is another siege of 'Fort Chabrol,' when the 'garrison' will be less leniently treated. The hard-handed son of the soil has the greatest influence, and a mere military pronouncement will not succeed. Even the most hopeful of Nationalists should be discouraged by the failures of Boulanger and Déroulède. Not that the French, even the workmen, are averse to changes, or unwilling to risk adventure. But common sense convinces them that the time for successful venture is past. Germany and Italy, the two countries which, torn and distracted by internal feuds as they were, formed a welcome held for enterprise, to-day present a strong front. Moreover, Germany alone has increased in population to such an extent that France is left hopelessly behind. In the beginning of the nineteenth century

Pears'

What a luxury Pears' soap is!

It is the cheapest and best toilet soap in all the world.

THE GREAT AMERICAN TEA CO.

Agents make

25 Per cent.

Commission

by getting orders for our

**TEAS, COFFEES,
EXTRACTS
SPICES and
BAKING POWDER**

SPECIAL PRESENTS

or checks. Freight paid. Send for new terms—FREE.

THE GREAT AMERICAN TEA CO.,

P. O. Box 289. 31 & 33 Vesey Street, New York

THE MUTUAL LIFE INSURANCE COMP'Y

OF NEW YORK.

RICHARD A. McCURDY, - President.

"The Greatest of All the Companies."

Assets, - - - \$301,844,537 52

Insurance and Annuities

in Force, - - - 1,052,665,211 00

The Mutual Life Insurance Company issues every form of policy at the lowest rates commensurate with safety.

SCHOOL BELLS

UNIVERSITY and COLLEGE BELLS.

Purest copper and tin only. Terms, etc., free. McSHANE BELL FOUNDRY - Baltimore, Md.

YOUNG MEN WANTED.

Earnest, well-educated young men, who have not secured a school, wanted to introduce our publications. Besides our Eight Teachers' Libraries, our periodical OUR TIMES appeals to every home where there are children; and there are also our standard periodicals for teachers. Almost any teacher who will devote himself heart and soul to the work will, in a month or six weeks, earn a good living. Teachers in cities and towns who can devote one or two evenings a part of Saturday each week, will do well. A most liberal proposition will be made by us. Give us full particulars, position, time you can give, and furnish experience in school work if any.

E. L. KILLOGG & CO.,

61 East Ninth Street - - - NEW YORK.

BOOK DEPARTMENT

"GOOD SERVICE"
IS A GREAT ENCHANTMENT!
Those who have used SAPOLIO know its service is like magic. Try a cake of it at once.

Eruptions

Dry, moist, scaly tetter, all forms of eczema or salt rheum, pimples and other cutaneous eruptions proceed from humors, either inherited, or acquired through defective digestion and assimilation.

To treat these eruptions with drying medicines is dangerous.

The thing to do is to help the system to discharge the humors, and to strengthen the digestive and assimilative functions against their return.

Hood's Sarsaparilla can be confidently relied upon to do that, according to thousands of voluntary testimonials.

It effects radical and permanent cures.

"I was troubled with eczema for some time, but have had no return of the disease since taking Hood's Sarsaparilla." J. G. HINES, Franks, Ills.

"I was troubled with pimples on my face and back and chafed skin on my body. Hood's Sarsaparilla cured me of both troubles." MISS ALVINA WOLTER, Box 212, Algona, Wis.

Hood's Sarsaparilla

is positively unequalled—the medicine for all humors.

HOOD'S PILLS are the best cathartic.

ST. DENIS HOTEL

Broadway & Eleventh St., New York.

(Opposite Grace Church.)

Conducted on European Plan at Moderate Rates.

Centrally Located and most convenient to Amusement and Business Districts.

Of easy access from Depots and Ferries by Broadway Cars direct or by transfer.

WM. TAYLOR & SON, - - Proprietors.

CONTINENTAL HOTEL

PHILADELPHIA

AMERICAN AND EUROPEAN PLANS.

By recent changes every room is equipped with Steam Heat, Hot and Cold Running Water and Lighted by Electricity.

500 Rooms. Three New Elevators.

ROOM, WITH BOARD.....\$2.50 and Upward

ROOM, WITHOUT BOARD...\$1.00 and Upward

ROOM, WITH BATH, AMERICAN, \$3.00 and Up.

ROOM, WITH BATH, EUROPEAN, \$2.00 and Up.

Steam Heat Included. L. U. MALTBY

At the End of Your Journey you will find it a great convenience to go right over to

The GRAND UNION HOTEL,

Fourth Ave., 41st and 42d Sts.

Opposite Grand Central Depot, New York.

Central for shopping and theatres.

Baggage to and from 42d St. Depot free

Rooms, \$1.00 per day and Upwards.

REPORT CARDS

We have several popular kinds and would like to send you samples. We recommend

Kellogg's Report Cards,

60 cts. per 100.

Combination Report and Promotion Blank,

80 cts. per 100.

We also have Edward's, Knapp's, Sims', Chicago, and Colored Report Cards. Samples on request

E. L. KELLOGG & CO.,

61 East Ninth Street, - - NEW YORK.

France had 25,000,000 inhabitants, Germany only 15,500,000. France to-day has 38,500,000, Germany, 55,000,000. The *Code Napoleon* has had an effect contrary to what was intended by it. It has destroyed the family, and thus the people."

The "Four-Track Series" has become such an important factor in the advertising of the New York Central & Hudson River railroad that a forty page catalog is now required to properly announce this popular series of books of travel and education.

Sixteen is the number of the latest issue of this series, and it is the new "Illustrated Catalog." It contains a brief sketch of each of the thirty numbers now comprising the "Four Track Series;" it also contains a miniature reproduction of each of eight beautiful etchings of scenery along the line, with a brief description of each.

A copy of the illustrated catalog will be sent free, postpaid, to any address in the world, upon receipt of a postage stamp, by George H. Daniels, General Passenger Agent, New York Central & Hudson River Railroad Company, Grand Central Station, New York.

Sweet Church Chime Tested.

At a trial of a chime of bells in the tower of the newly completed First Church, United Brethren in Christ, at Chambersburg, Pa., an auditor, who had traveled much, said the chimes surpassed in melodious sweetness and softness of tone any heard in Italy, Germany, France, Switzerland, or England. The chime was made by the celebrated McShane Bell Foundry, Baltimore, Md. There are ten bells, in the key of E, with a flat seventh and one additional bell above the octave, and the addition of these two bells makes possible the playing of many pieces in the key of the fourth or A, which otherwise could not be played. The weight of the largest bell is 2,150 pounds, and the smallest 175 pounds, the total net weight of the ten bells about 7,600 pounds. They are cast of Lake Superior copper and tin of the highest grade.

An Autumn Outing.

Gettysburg, Luray, Natural Bridge, Richmond, Old Point Comfort, and Washington.

A nine-day personally-conducted tour of the Pennsylvania Railroad Company to the Battlefield of Gettysburg, Luray Caverns, Natural Bridge, Richmond, Old Point Comfort, and Washington will leave New York and Philadelphia in a special train of Pullman parlor cars, on Tuesday, October 9. The party will be in charge of a tourist agent and an experienced chaperon. A whole day will be spent on the Battlefield of Gettysburg, a carriage drive with lectures by an able guide being included in the ticket. Ample time will be allowed at Luray and Natural Bridge to view the wondrous natural formations. Sunday, October 14, will be spent at old Point Comfort. At Richmond and Washington opportunities will be presented to visit all the points of interest under intelligent guidance.

The round-trip rate, including all necessary expenses, is \$65 from New York, \$63 from Philadelphia, and proportionate rates from other points.

For detailed itinerary apply to Ticket Agents: to Tourist Agent, 1196 Broadway, New York; 4 Court street, or Pennsylvania Annex, foot Fulton street, Brooklyn; 789 Broad street, Newark, N. J.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Rest and Health to Mother and Child.

MRS. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. It SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by Druggists in every part of the world. Be sure and ask "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Arnold Constable & Co. Laces.

Black Net and Lace Robes,
Fancy Nets and Spangled Gauzes,
Lace Boleros, Jackets,

Rufflings, Ruchings,

Stocks, Collars, Boas,
Metal and Lace Novelties,
Lace and Gold Allovers.

Broadway & 19th St.

NEW YORK

Spencerian
Steel Pens

THE STANDARD
AMERICAN BRAND

Improved patterns for every style of writing, including the Vertical System. For nearly 50 years have been used in Schools and Commercial Colleges.

Samples and special prices to teachers on application.

SPENCERIAN PEN CO.

349 Broadway, New York

MENNEN'S BORATED TALCUM

TOILET POWDER



A Positive Relief for
**PRICKLY HEAT,
CHAFING, and
SUNBURN,** and all
afflictions of the skin.

"A little higher in price, perhaps, than worthless substitutes, but a reason for it." Removes all odor of perspiration. Delightful after Shaving.

Sold everywhere, or mailed on receipt of 25c. Get Mennen's (the original.) Sample free. **GERHARD MENNEN Co., Newark, N. J.**

Saves Time and Labor.

BURLESON'S CLASS REGISTER AND GRADING TABLE will save you much drudgery and many hours of time. It is in the first place a class book for recording recitations. To this is attached an ingenious table of numbers so arranged that with a simple plan of marking, perfectly adapted to any school, the teacher can average at the end of each month the marks of a class of forty pupils in a very few minutes. This book will save you nine-tenths of the time you spend in marking of pupil's record. Sample page on request. Price, 35 cents.

E. L. KELLOGG & CO., 61 E. 9th St., N.Y.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

BOOKS FOR NATURE STUDY

Payne's 100 Lessons in Nature About

MY SCHOOL-HOUSE. By FRANK O. PAYNE, well known as a writer on science teaching in educational papers and as an institute instructor. Nature study is being introduced into most progressive schools. This is the book that teachers need to help them. It indicates a method, marks out an attractive series of lessons, gives many model lessons that have proven successful in the author's own school, suggests to teachers many ways of making the work of greatest value as well as interest, and is fully illustrated. It covers a field not occupied by any other book and is indispensable to any one who would be highly successful in this work.

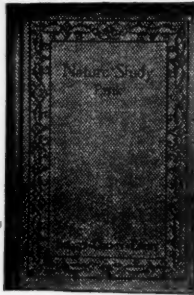


TABLE OF CONTENTS.

Chap. I.—Preliminary Lessons.
Chap. II.—Lessons on Leaves, Plants, and Fruits.
Chap. III.—Lessons on Animals.
Chap. IV.—The School Museum.
Chap. V.—Rainy Day Lessons.
Chap. VI.—Lessons in the School Yard.
Chap. VII.—Walls with the Children.
Chap. VIII.—Collections during Vacation.
Chap. IX.—Devices and Helps in Nature Study.
Size, 7 1/4 x 5 inches. 201 pages. 49 illustrations. Binding, cloth stamped with two colors and gold. \$1.00; to teachers, 80c.; postage, 5c.

Payne's How to Teach Minerals.

By FRANK O. PAYNE. This book is designed to do two things: (1) to furnish a plan for teaching minerals; and (2) to give the teacher in compact form the knowledge of the subject needed. This branch of nature study is not only extremely interesting, but of very practical value, and this little book will help the teacher greatly to make the work successful. Chap. 1 gives an *Outline of the Study*, including suggestions on where to find minerals, how to study them, apparatus, collections. Chap. 2 is *Hints to Teachers*. Chap. 3 *Crystals*. Chap. 4 takes up the 10 properties of minerals, discussing each. Chap. 5 deals with *Special Features of Some Minerals*. Chap. 6 *Mineral Description*. Chap. 7 *General Lessons for Little Children*. In Chap. 8 the author takes up *Lessons on Minerals*, discussing thoroughly the properties of sulphur, galena, pyrite, hematite, calcite, rock salt, quartz, mica, gypsum, serpentine. Chap. 9 is devoted to *Rockes*, discussing granite, sandstone, quartzite, conglomerate, limestone, clay. Chap. 10 gives *A Course of Study in Minerals*. A list of reference books is given. Altogether a very useful book. Fully illustrated. Limp cloth covers, 25c.

*Talks About Common Things.

By MACLEOD. An invaluable and convenient reference book for teachers. A labor saving book. Its aim is to give information about the familiar objects around us. It is especially prepared for the school-room. It will be found exceedingly useful to the teacher in preparing oral lessons, on the subjects upon which it treats. When a teacher wishes to give a les-

son on any of the subjects treated it will not be necessary to spend hours over heavy encyclopedias in order to obtain the facts and in putting these facts in usable form. That has all been done for her.

Subjects treated:—Cotton, Wool, Silk, Flax, L. atter, Furs, Feathers, Tea, Coffee, Chocolate, Rice, Salt, Sugar, Bread, Grain, Cloves, Pepper, Cork, Glass, Sponge, Ivory, Bricks, India Rubber, Paper.
104 pages. Boards, 35c.; paper, 25c.

Payne's How to Teach Bugs, Beetles, AND LOCUSTS.

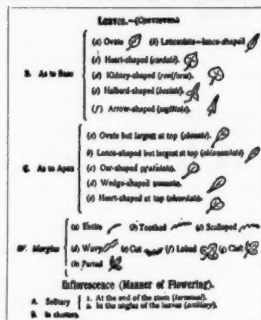
By FRANK O. PAYNE. The Plan is the same as that of the other Nature Study Manuals of Mr. Payne. It first takes up the subject of Insects in general, discussing *What is an Insect*, the *Parts of an Insect*, *How to Catch and Kill Insects*. It then takes up Beetles, and after discussing their characteristics, describes in detail the Potato Beetle, the Lady Bug, the Snap or Click Beetle, Tiger Beetles, Soldier Beetles, Borer, Water Beetles, Carrion Beetles, Weevils, some Strange Beetles. *Bugs* are treated in the same way, their general characteristics being given and then the following discussed in detail: the Squash Bug, the Chinch Bug, the Cicada, the Giant Water Bug, Plant Lice, the Scorpion Bug, etc.

Under Locusts there are described the Grasshopper, Katy did, Crickets, Walking Stick, Roach. Fully illustrated. Limp cloth cover, 25c.

Kellogg's How to Teach Botany.

A Manual of Methods and of Plans of Work in Plant Study for Primary, Grammar, and Ungraded Schools. By AMOS M. KELLOGG. This book is planned for the busy teacher who has but little time for plant study and wants to make it interesting and profitable. It proposes three steps: (1) teaching the meaning objectively of about 100 terms; (2) employing the pupil in observing and expressing his observations of plants in a systematic manner; (3) teaching to recognize enough likeness between plants to put them into families. This is No. 2 of the "How to Teach" Series. Size, 7 1/4 x 5 inches. 64 pages. 55 illustrations. Limp cloth binding. 25c.

Sherman's Floral Record



For Plant Analysis, Description and Drawing. An inexpensive plant record. Simple enough for any grade but sufficiently complete to fill the needs of most high schools. Two opposite pages are devoted to each plant; on one are forms for plant description and the other is to be used for drawings of parts of the plants. An analysis accompanies the above-mentioned pages, simple enough so that it may be used successfully by those unacquainted with technical botany. It is illustrated. Special rates for class use 15c.

We keep in stock magnifying glasses and books of all publishers on trees, plants and flowers. Send for special list.

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York

WE SUPPLY ALL THE PUBLISHERS' SCHOOL BOOKS AT LOWEST WHOLESALE PRICES

Our General Catalogue of School and College Text-Books, containing Net and Mailing Prices and a Telegraphic Code, mailed gratis on application to

THE BAKER & TAYLOR CO., Wholesale Books

5-7 E. 16th St., New York.

BLACKBOARD STENCILS

are the cheapest, handiest, most satisfactory means of illustration in school. Our list comprises over 500 subjects. Send 10 cents in stamps, and we will send you two samples for trial—a map of North America and a drawing or language lesson—together with catalog containing complete list.

E. L. KELLOGG & Co., 61 E. 9th St., N. Y.

FRENCH

are used everywhere. Send to the publisher for copies for examination.

WILLIAM R. JENKINS,

851 & 853 SIXTH AVENUE, - - NEW YORK

Complete catalogue on application.

BERCY'S TEXT-BOOKS for Teaching French

An International Jury of 25 Members at the Paris Exposition awarded a Diploma of Honor,

The Grand Prix,

to the SMITH PREMIER TYPEWRITER.

No higher award was possible, and in the language of the jury's report it was given "for general superiority of construction and efficiency."

The Smith Premier Typewriter Co.,
Syracuse, N. Y., U. S. A.

THE MASSACHUSETTS MUTUAL LIFE INSURANCE COMPANY,

OF SPRINGFIELD, MASS.

Incorporated 1851.

STRICT mutuality observed in distribution of surplus. Each policy-holder, under all circumstances, receives the amount to which he is justly entitled.

SEND FOR CIRCULAR EXPLAINING CONTRACT.

ELEMENTS OF ENGLISH GRAMMAR

By **GEO. P. BROWN**,
Former Supt. of Schools,
Indianapolis, Ind.

ASSISTED BY
CHARLES DeGARMO,
Cornell University.

This book recognizes and realizes fully, and for the first time in any "English Grammar," that the *thought itself is the controlling force* in the construction of sentences. "Grammar is the Science of the Sentence" is not only the adopted definition of Grammar in this book but it is a definition whose vital influence is felt throughout its course. It embraces, here, the study, not only of the *forms and varieties of words*, but also, first and especially, the *ideas and thoughts* which determine the words and sentences to be used.

The ELEMENTS OF GRAMMAR is characterized by its natural methods of subjective study at a period when the child, by maturity and previous training, is prepared to pursue the subject as a science.

**The ELEMENTS OF ENGLISH GRAMMAR—completes the DeGarmo Language Series—a Course in English from Primary Grades to High School.

Send for Descriptive Circulars of our up-to-date

EPOCH-MAKING TEXT-BOOKS.

Samples to teachers for examination at special rates. Liberal terms for introduction and exchange. Address

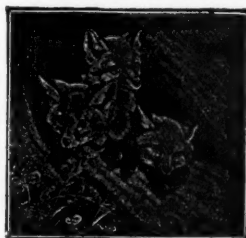
WERNER SCHOOL BOOK COMPANY

Educational Publishers,

NEW YORK

CHICAGO

BOSTON



NEW CENTURY READERS

By THOMPSONS.

FOR CHILDHOOD DAYS.

First Year, 28 Cents.

FAIRY TALE AND FABLE.

Second Year, 40 cents.

WE ARE WIDE AWAKE. 3d & 4th in Preparation. Soon Ready.

Strictly Pedagogical, Pure in Literature, Limited Vocabulary. Carefully Graded, Artistic Color Plates and Outline Drawings, High Art Reproduction, Vertical Script.

"The best books examined."—M. V. O'Shea, Prof. Pedagogy, Univ. Wis.

THE MORSE SPELLER.

By Supt. S. T. DUTTON. Correlation of Spelling with Geography, History, Science, and Literature. Universally adopted as the best modern method. Carefully graded for eight grades. 30 cents.

"It is almost an ideal speller. Its plan is in every way sensible and practical."—W. F. Gordy, Principal, Hartford, Ct.

DEANE'S PHONETIC READER.

Rapid method for reading. 40 cents.

"I like it better than any other phonetic method I have seen."—Sarah L. Arnold, Supervisor of Schools, Boston, Mass.

Many thousands in use in New York City schools.

CARROLL'S GEOGRAPHICAL SERIES.

AROUND THE WORLD, Books I. and II. are unique. The most popular books in print. In demand by thousands in all large cities. Every one adopts on examination.

"Remarkably instructive and attractive for elementary geography."—H. S. Tarbell, Supt. Providence, R. I.

DUTTON'S HISTORICAL SERIES.

INDIANS AND PIONEERS, I. COLONIES, II. Best treatment of Colonies.

BURTON'S STORY OF THE INDIANS OF NEW ENGLAND.

INTERMEDIAL COPY BOOKS. Round business hand—not back slant. Many thousand dozens in New York City.

FORD'S NATURE'S BY-WAYS. Natural Science for Primary Grades 60,000.

STORIES FROM THE POETS. ATWATER. Best poems paraphrased for First Grade.

GERMAN READER. LOESBERG and KOLBE. Natural Method.

GEMS OF GERMAN LITERATURE. A choice selection of German Verse.

NEW CENTURY DEVELOPMENT MAPS. Best in use; cost one-half of others.

Many other choice books. Send for Illustrated Catalogue.

THE MORSE COMPANY, Publishers,

96 Fifth Avenue, New York.

36 Bromfield Street, BOSTON, MASS. 195 Wabash Avenue, CHICAGO, ILL.

Have you tried
Dixon's American
Graphite Pencils?

USED in more COLLEGES, SCHOOLS, and EDUCATIONAL INSTITUTIONS than any other pencil made. Samples promptly mailed on request, when "The Journal" is mentioned and 16 cents, in stamps, accompany the request * * * * *

JOSEPH · DIXON · CRUCIBLE · COMPANY

JERSEY CITY, N. J.

A First-Class
MICROSCOPE
And Outfit for Work for
\$16.00
A Reliable Scientific Instrument
Just the Thing for Winter Evenings
as well as Summer Afternoons

This is a
FLY'S FOOT
one of the thousands of interesting and instructive things which may be examined by any one with this microscope



Magnifies 180 diameters (32,400 times).

An inexhaustible mine of amusement and information for young and old. Easy to use. Perfect optical results. One may use the microscope a lifetime and never look at the same thing twice.
Outfit consists of microscope as shown, twelve prepared objects, such as fly's wing, foot of insect, etc., book describing and illustrating 1,000 common microscopic objects, glass slides, and covers for mounting objects forcepts, etc.
Microscopes, all prices, up to \$500.00
BAUSCH & LOMB OPTICAL CO.
Rochester, N. Y.
NEW YORK CITY CHICAGO



ELECTRIC TIME PROGRAM CLOCKS.

Specified by leading Architects for

Public Buildings, SCHOOLS, Factories.

A system without a rival during twenty years.

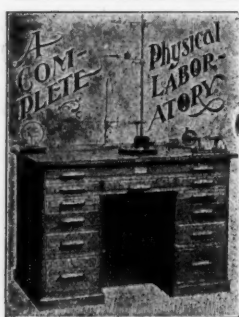
BLODGETT CLOCK CO. 301 Congress Street, Boston, Mass.

THE
**MASSACHUSETTS
MUTUAL
LIFE INSURANCE
COMPANY,**
OF SPRINGFIELD, MASS.

Incorporated 1851.

• **STRICT** mutuality
observed in distribu-
tion of surplus. Each
policy-holder, under all
circumstances, receives
the amount to which he
is justly entitled. • • • • •

SEND FOR
CIRCULAR
EXPLAINING
CONTRACT.



THE CROWELL CABINET

constitutes a complete physical laboratory. No additional pieces are necessary for

A COMPLETE HIGH SCHOOL COURSE

The manual accompanying the cabinet gives minute instructions for more than five hundred distinct experiments.

The outfit has given universal and absolute satisfaction. The cabinet is equipped with appliances for water pressure, electricity, gas, and compressed air. Every piece is numbered and has a special place in one of the drawers. The universal verdict is: "It is the best thing on the market."

Write for large illustrated catalogue and book of testimonials.

MAIN OFFICE AND FACTORY: EASTERN OFFICE:
Ft. Wayne Av. and St. Joe St., INDIANAPOLIS. HAMILTON, N.Y.



"A place for everything and everything in its place."

THE "DUSTLESS"

problem has been solved at last by the Morris & Dunham Blackboard Eraser Pockets which have been designed to be placed at intervals of each child's space, about four inches below the chalk trough. Keep your erasers out of the dust in the chalk trough by supplying your boards with these "Pockets" and have your erasers always clean—once placed they last forever, at an approximate cost of only \$1.50 per room. Useful, Economical, Indestructible, Inexpensive, Healthful and Ornamental, made of sheet steel finished handsomely and sold under a positive guarantee. They save erasers, blackboards, and confusion; reduce dust to a minimum, economize time, teach your pupils a constant lesson in tidiness—in short these Pockets are the lasting friend of teachers, pupils, janitors and all others associated with school work. Correspondence solicited. Complete information upon application to

**THE MORRIS & DUNHAM ERASER
POCKET CO., : : : Davenport, Iowa.**

ESTABLISHED 1851.

EIMER & AMEND,

205-211 Third Ave.,
NEW YORK.



Everything necessary for the Chemical and Physical Laboratory will be furnished of best quality at reasonable prices.

Glass and Metal Apparatus, special, made to order, according to drawings.

Glass blowing and engraving done on premises.

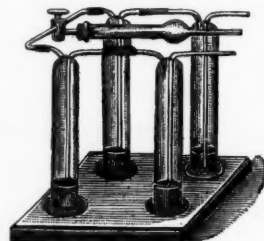
BULLOCK & CRENSHAW

528 Arch Street, Philadelphia.

CHEMICAL APPARATUS AND CHEMICALS

Sole Agents for Dreverhoff's Saxon Filter Papers.

Complete
Laboratory
Outfits.



Full Catalogues furnished on receipt of 10 cents.

E. FABER.



..LEAD PENCILS..

FRENCH BERCY'S TEXT-BOOKS for Teaching French

are used everywhere. Send to the publisher for copies for examination.

WILLIAM R. JENKINS,

851 & 853 SIXTH AVENUE, - - NEW YORK

Complete catalogue on application.

TEACHERS' AGENCIES.

Boards of Education and Superintendents
Wishing teachers, will find it of advantage to consult the

TEACHERS' CO-OPERATIVE ASSOCIATION

Established 17 years. 129 Auditorium Building, Chicago. Positions Filled, 4,000.

THE FISK TEACHERS' AGENCIES

SEND TO ANY OF THESE ADDRESSES FOR AGENCY MANUAL, FREE.

4 Ashburton Pl., Boston, Mass., 378 Wabash Av., Chicago, Ill. 156 Fifth Av., New York City, N. Y.
25 King St. West, Toronto, Can. 790 Cooper Bldg., Denver, Colo. 420 Garrott Bldg., San Francisco, Cal.
1505 Pa. Ave., Washington, D. C. 414 Century Bldg., Minneapolis. 525 Stimson Bldg., Los Angeles, Cal.

ALBANY TEACHERS' AGENCY,

HARLAN P. FRENCH, Manager.

81 Chapel St., Albany, N. Y.

THE ALBERT
TEACHERS'
AGENCY.

Established fourteen years. Largest and best
known Agency in the West. Vacancies for Sep-
tember in Colleges, Normal Schools, Academies,
High Schools, Public Schools, etc. Prompt
service guaranteed. Manual of 80 pages free.
C. J. ALBERT, Manager.

CENTRAL
MUSIC
HALL,
CHICAGO.

Schmerhorn
TEACHERS' AGENCY

3 E. 14th St., New York

Oldest and best known in U. S. Est. 1855

P. V. HUYSSOON
JOHN C. ROCKWELL } Managers.

EASTERN TEACHERS' AGENCY

E. F. FOSTER, Manager.

50 Bromfield Street, Boston.

Telephone, Boston 775-2.

KINDERGARTEN and SCHOOL SUPPLIES.

SEND FOR CATALOGUE.

J. W. SCHERMERHORN & CO.,
3 East 14th Street,
New York.

Sudden = Are Readily Supplied by Kellogg's
Vacancies Writing or Telegraphing Bureau =

H. S. KELLOGG, Manager, 61 East Ninth St., New York.

Established Ten Years.

Telephone No. 2492-18th St.

When in New York you are invited to call.

TRANSLATIONS

INTERLINEAR.

HAMILTON, LOCKE and CLARK'S

Good type—Well Printed—Fine Paper—Half-
Leather Binding—Cloth Sides—Price Reduced
to \$1.50, postpaid. Send for sample pages.

Catalogue Free—
Send for one.

LITERAL.

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—
Good Paper—Well Bound—Convenient for the
Pocket—Price, postpaid, 50 cents each.

David McKay, Publisher, 1022 Market St., Philadelphia.

The Diary of a Western School Master

By J. K. Stableton, Superintendent City Schools, Charleston, Ill.

"Reads like a novel." One of the most faithful school masters has given here a delightful record of his dealings with twenty boys. These boys represent almost all walks of life, most of them being somewhat abnormal in development of mind and character. The style is simple and unaffected, and the work shows the heart of an earnest teacher. It is a most valuable book for teacher or parent. Nothing ever published is better suited for reading circles, and teachers' meetings, etc. Mailing price, 75 cents; for class work in quantities, 65 cents net.

Address AINSWORTH & COMPANY, 378-388 Wabash Ave., Chicago, Ill.

HELPS FOR
TEACHERS

is the name of a catalog fully describing about 400 of the best teachers' books on methods of teaching all subjects, on pedagogy; question books; school entertainment books; blackboard stencils; in fact all teachers' aids. Sent free on request.

E. L. KELLOGG & CO., Educational Publishers, 61 E. 9th St., New York.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Ease, Comfort, and Delight can be obtained in the use of



ESTERBROOK'S PENS



No difficulty to obtain them * Every stationer has them * If any particular pens are needed, ask him to order them *

THE ESTERBROOK STEEL PEN CO., 26 John Street, New York.
Works: Camden, N. J.

AMERICAN AND FOREIGN

TEACHERS' AGENCY.

Introduces to Colleges, Schools, and Families,
Superior Professors, Principals, Assistants,
Tutors, and Governesses, for every Depart-
ment of Instruction; Recommends Good
Schools to Parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency.

28 UNION SQUARE, NEW YORK.

THE PRATT TEACHERS' AGENCY

Recommends college and normal graduates,
specialists, and other teachers to colleges,
schools, and families. Advises parents about
schools.

WM. O. PRATT, MANAGER,

70 FIFTH AVENUE, NEW YORK.

INTERSTATE

TEACHERS' ASSOCIATION.

Professors, Principals, Kindergartners, Grade
and Special Teachers furnished to Colleges,
Schools, and Families, MARGARET M. PENTLAND,
Manager, 54 Fine Arts Bldg., Chicago.

KINDERGARTEN NORMAL DEPT.

ETHICAL CULTURE SCHOOLS.

109 W. 54th Street. Two years' course.

Opens Oct. 1st. Circular sent on application.



Sets, complete, with Book of Instruction, \$1.50
and upwards; or Single Tools, any shape.

Send stamp for catalogue.

HEADQUARTERS FOR SLOYD.

CHANDLER & BARBER, 122-126 Summer
Street, BOSTON.

CENTRAL & CORRESPONDENCE

COLLEGE. We Teach by Mail. Six Courses
Only, viz: Normal Course, \$4.50;
School Course, \$4.50; Book-Keeping Course, \$7.00;
Zoology, \$5.00; Botany, \$5.00; Philosophy,
\$5.00. Don't you need one or more of these
Courses? DIPLOMAS GRANTED. All courses
are for a term of 12 weeks. We furnish all neces-
sary books for book-keeping. Address

SCOTT ETTER, Pres. C. C. C., Palmyra, Ill.

Entirely **SPANISH**—Without a Master.
New.

"PITMAN'S PRACTICAL SPANISH GRAMMAR,
AND CONVERSATION."

The latest and most successful method, gives
improved pronunciation, and copious vocabularies.
107 pages, paper boards, 40c; cloth, 50c., postpaid.

ISAAC PITMAN & SONS, 33 Union Sq., N. Y.
Publishers of the "Complete Phonographic Instructor."

**STUDY
LAW
AT
HOME**

Takes spare time only. Oldest and Best
Correspondence School in the World. Same
teachers for ten years. Plan
approved by Judges and Edu-
cators. Adapted to the busy
boy or man. Prepares for the
Bar. Three courses: College, Busi-
ness, Preparatory. Opens new
chances for you. Liberal
Terms. Special offer now.
Send for particulars.

Sprague Correspondence School of Law
150 Majestic Building, Detroit, Mich.

For School Supplies

in the line of

Artists and Drawing Materials

apply to

F. WEBER & CO., Man't's.

1125 Chestnut St.,

PHILADELPHIA, PA.

Art in the School-Room.

We have given careful study to the problem of school-room decoration ever since the beginning of the now rapidly spreading movement. From the vast number of our reproductions of generally conceded superior quality, we have selected 125 subjects which experience has proved to be especially suitable for the different grades. A list of these is mailed free to parties mentioning this paper. Also write for illustrated booklet "PICTURES FOR BOOK LOVERS."

The provision of the customs tariff, according to which reproductions for educational institutions may be imported duty free, enables us to allow a special discount to schools on orders of a sufficient amount. We shall be pleased to furnish particulars on application.

BERLIN PHOTOGRAPHIC CO.,

14 East 23d Street, New York.

The Prang Elementary Course in Art Instruction

The Manual to accompany the Eighth Year Book of the Prang Elementary Course in Drawing is now ready. A handbook rich in suggestions, replete with illustrations, in harmony with the best thought concerning Art and Education.

The New Color Manual.

A Course in Water-Color, contains clearly stated, definite directions concerning the use of Water-Colors in the School-Room. Chapters relating to Care of Material, Use of Materials, Making Colors, Washes, Color Study, Methods of Work, Courses of Study. It is beautifully illustrated by half-tone and color plates.

THE PRANG EDUCATIONAL COMPANY,

BOSTON.

NEW YORK.

CHICAGO.

THE "HOW TO TEACH" SERIES.

A library of the best modern methods. Uniform in size, style and binding. 7 1/4 x 5 1/4 inches in size. Flexible cloth covers, very durable, with hand-some stamp. The following are now ready:

- | | |
|---|----------|
| 1—Kellogg's How to Manage Busy Work | - \$.25 |
| 2—Kellogg's How to Teach Botany | - .25 |
| 3—Latter's How to Teach Paper Folding | - .25 |
| 4—Kellogg's How to Teach Reading | - .25 |
| 5—Kellogg's How to Make Charts | - .25 |
| 6—Payne's How to Teach Minerals | - .25 |
| 7—Payne's How to Teach Birds | - .25 |
| 8—Payne's How to Teach Birds and Beetles | - .25 |
| 9—Kellogg's How to Teach Fractions | - .25 |
| 10—How to Teach Clay Modeling | - .25 |
| 11—Sealey's How to Teach Primary Arithmetic | .25 |

Write us for special terms for the set on the installment plan of payment. An agent wanted in every town—a set can be sold to every teacher.

E. L. KELLOGG & CO., 61 E. 9th St., N. Y.

Saves Time and Labor.

BURLESON'S CLASS REGISTER AND GRADING TABLE will save you much drudgery and many hours of time. It is in the first place a class book for recording recitations. To this is attached an ingenious table of numbers so arranged that with a simple plan of marking, perfectly adapted to any school, the teacher can average at the end of each month the marks of a class of forty pupils in a very few minutes. This book will save you nine-tenths of the time you spend in marking of pupil's record. Sample page on request. Price, 35 cents.

E. L. KELLOGG & CO., 61 E. 9th St., N. Y.

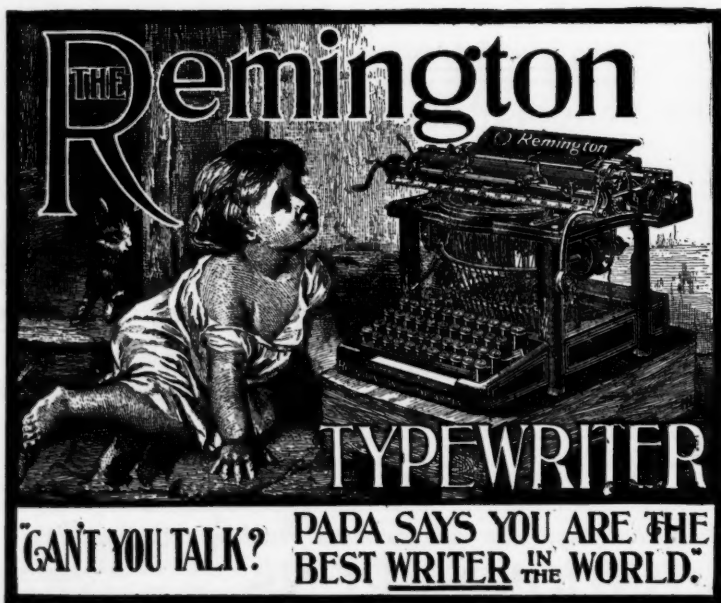
A Tonic and Nerve Food

Horsford's Acid Phosphate.

When exhausted, depressed or weary from worry, insomnia, or overwork of mind or body, take half a teaspoon of Horsford's Acid Phosphate in half a glass of water.

It nourishes, strengthens, and imparts new life and vigor by supplying the needed nerve food.

Sold by Druggists in original packages only.



THE Remington TYPEWRITER

"CAN'T YOU TALK? PAPA SAYS YOU ARE THE BEST WRITER IN THE WORLD."

WYCKOFF, SEAMANS & BENEDICT,
327 Broadway, New York.



At the Front

In all new and scientific methods of construction, you will find the

New Century

the foremost typewriter of the age—at the front in all improvements.

It enables your operator to do more work with least fatigue, and makes correspondence a pleasure instead of a burden. Ask any New Century user about this and we will abide by the answer.

A splendid catalogue that you ought to see will be sent on request.

AMERICAN WRITING MACHINE CO.,
302 BROADWAY, NEW YORK.